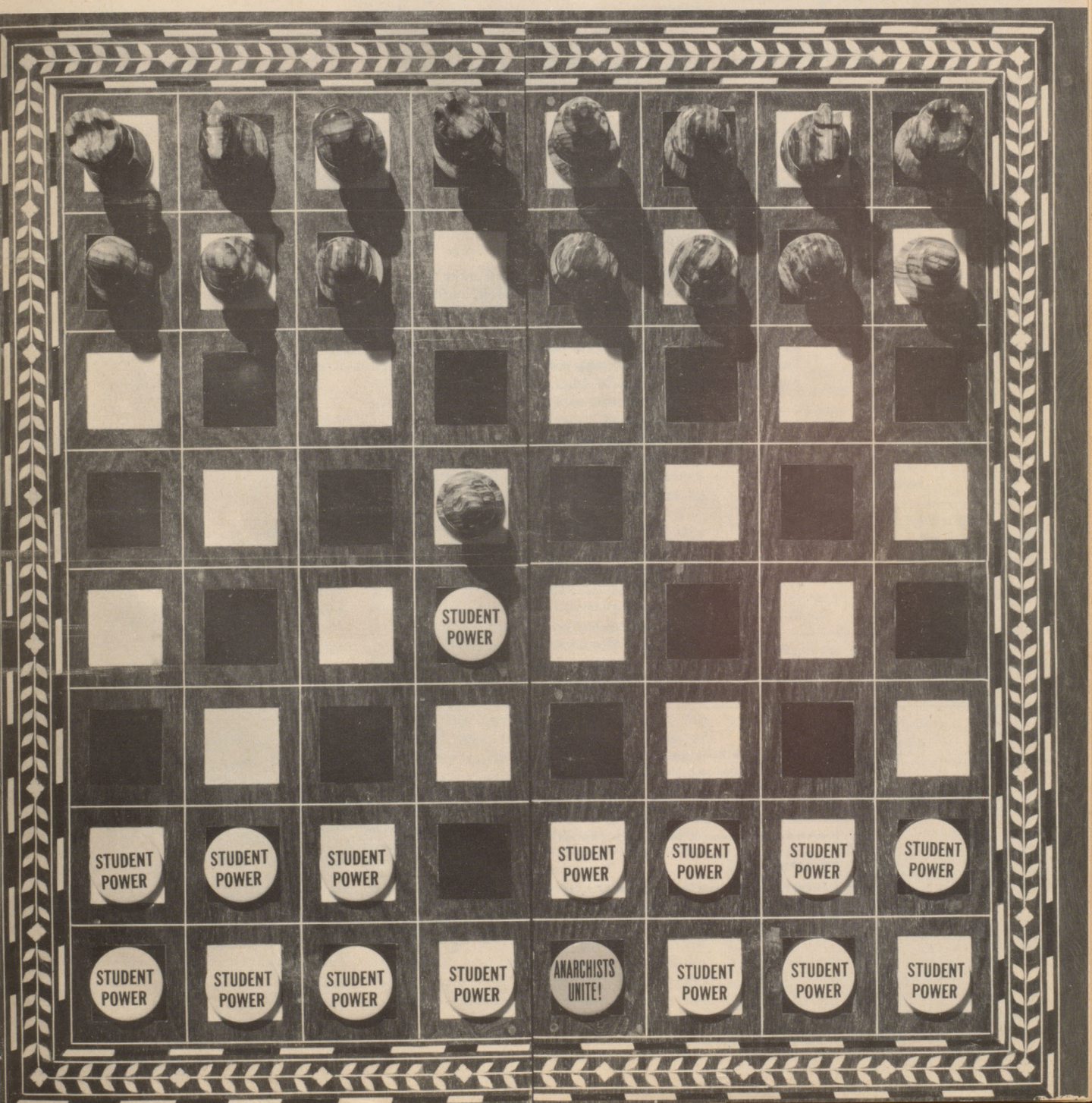
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McGill News

January 1968

How will the game end? Stalemate? Perpetual check? What will the next gambit be in the students' struggle for a voice in University government? (page 10 following)



A letter of great interest to all graduates

The Graduates' Society
of McGill University
3618 UNIVERSITY STREET, MONTREAL 2, QUEBEC

Telephone (514) 844-6311

An Announcement to all McGill Graduates and Staff:

The Society is pleased to announce that the latest Imperial Edition of Encyclopaedia Britannica is being made available at a reduced price to graduates and staff of McGill. The terms offer a considerable saving over the retail subscription of the Encyclopaedia Britannica.

A group offer of this kind is a new development so far as Encyclopaedia Britannica is concerned and we are happy to give you this opportunity of participating in the new plan.

All you need do to obtain further details of the plan from Encyclopaedia Britannica, is to fill in the enclosed prepaid postcard and mail it.

Yours truly,

Andrew Allen
Director of Alumni Relations
and Administration

AA/dvp

P.S. The offer expires 15th April 1968

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The McGill News

Volume 49, Number 1
January 1968

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Editor's Notebook

"Our school and college courses and manner of teaching are losing, in fact have lost, touch with the life of the modern child and young person."

Those words were written thirty-eight years ago by the late T. W. L. MacDermot, then Supplement Editor of *The McGill News*. He was reporting on the National Conference of Canadian Universities held in May, 1930 which addressed itself, he said, "to a species of self-examination, a process which some say would have been quite impossible not so long ago."

McGill today is addressing itself to a species of examination which is probably unprecedented in its history. Recent events on North American campuses have shown dramatically that there exists what Law Dean Maxwell Cohen calls "a malaise of some kind here." More than ever, students are beginning to ask some tough questions of their elders, questions that are sometimes as baffling as they are provocative. Moral outrage at the war in Viet Nam, recruiting policies on campus, the confining structures of university government which restrict student participation — these are perhaps all too-familiar national problems. There are many other problems, but are they altogether new? To return to Dr. MacDermot:

"Education is failing too because, like modern war, it is being mechanized. Teachers punch clocks, professors fill out forms; curricula remain fixed for a generation at a time. The administrative machinery of the central organization extends its meccano arm and attaches each day a new clamp on the freedom of the lecturer or the teacher. The 'system', that blessed word, sucks the blood of individual initiative into its capacious maw, and gives nothing in return.

"Lastly, education fails to attract good teachers . . . The reasons for this deterioration are to be found partly in those who actually conduct the work of education, partly in those who direct it. But because the directors tend more and more to treat the matter from a non-educational point of view, the professional teachers become more and more powerless to improve matters. Thus politics in some places, bureaucracy in others, the service of commerce and industry in a third, these become the motives operating on education."

Ten years later, in 1940, when Dr. F. Cyril James assumed the Principalship of McGill, he spoke to a meeting of the Graduates' Society on "The Functions of a University." Dr. James suggested that "ideas and institutions are being subjected to continuous examination, sometimes critical but more often partisan in its spirit, and the critical motto of the age might well be found in that current cliché, 'So what?'

"Discontent," Dr. James noted, "has developed to a point where some reformers would be content to throw society into the melting pot, in order that they might fashion it anew along different lines. It is . . . obvious that no single university can be all things to all men, and widespread criticisms of the quality of modern education raise a suspicion that universities may have lost sight of the eternal verities in their whoring after strange gods.

"No argument is necessary," he stated, "to prove that, in a world of such ignorance and controversy, the future greatness of any university depends upon the wisdom with which its course is charted during the years that lie immediately ahead of us."

If, in the present context of McGill, the "eternal verities" exist, can we afford to say "so what?" and muddle along "doing the job?" The essential new element in the current self-examination of this University must come from a changed attitude on the increased role which students can, and eventually must, play. This attitude was summed up recently by Dr. William B. Boyd, vice-chancellor of student affairs at the University of California: "I hope we can avoid the temptation," he said, "to turn away from our unfinished business of observing — really observing — our students, and listening — really listening — to what they have to say about our universities and the society which supports them. For all the commonness of humanity, students are different today — behaving differently, and presenting different needs to their faculties."

At McGill, the discussions (if that is the word) will proceed slowly — too slowly for most students, no doubt. But how does one reach an accommodation between Marxist dialectitians and pragmatists, between philosophers and civil engineers? The painful process of establishing communications has begun; the debate is open, and even graduates may have their say.□

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Credits read from left to right and/or top to bottom. Cover, Bowe Studio; 5, bottom, Harry Thomas; 7, 9, 10, Brian M. Smith; 12, 13, 15, Bowe Studio; 18, B. M. Smith, 23, 24, Sandra Lee and Jim MacMahon; 25, top, B. M. Smith; 26, Larry A. Smith; 27, right, F. J. Higgins; 28, left, Jac-Guy; 30, middle left, Jon Nestor, Royal Studio.

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On hearing the voice of graduates

by William R. Eakin
President, Graduates' Society

If anyone believes that McGill graduates make up a monolithic body without any interest in their Alma Mater, or that they are indifferent to what happens at the University, he should see the mail that has been received during the last two months at Martlet House. Prompted by my announcement of our interest in current developments on the campus, graduates have written to me in greater numbers than to any previous President of the Society. Other members of your Board of Directors, as well as myself, have had an infinite number of conversations with other graduates on the subject. Either on paper or in conversation they have all expressed their very real concern.

Representative extracts from the Society's mailbag are reproduced below. Not surprisingly, perhaps, out of all these letters and conversations, the only grouping of opinion which can be made is based on age. Young graduates of the last three years are consistently criticial (and some are highly critical) of the "Administration" for interfering in student affairs; those who graduated five to ten years earlier (1955-64) seem to be largely of the opinion that the students' viewpoint should be examined carefully as there may be something to it; and those who graduated earlier than 1955 are generally unanimous in their criticism of the "Administration" for not having dealt more expeditiously with the students involved in disturbances. The identity of this "Administration" is, of course, very rarely clearly determined, and the University could profitably explain the relationship between the Principal, the Board of Governors, the Senate, and the respective powers of each with relation to the student body.

To return to the "generation gap" among graduates, it is not really clear whether this is a real gap, or whether the youngest graduates will mature or decay (depending on one's point of view). It is not really clear whether anyone born after World War II will permanently have a different outlook from his predecessors. However, it may be worth remarking that some of the students at the heart of the present storm have parents (some of them university graduates) who are unwilling participants in the changes taking place in the nature of family life, but nevertheless look to McGill to do more with their children than they are capable of doing themselves within the family.

Your reactions may well have been modified by the straightforward report in the last issue of *The McGill News*, although I should perhaps reiterate that the original episode of the controversial article in the *McGill Daily*, involving three students may be regarded as distinct from the sit-in/break-in incident, although one nominally triggered the other. They are being dealt with by the University as separate disciplinary matters. A report on recent developments appears in this issue and further background material will be published in future.

While I cannot help but think that local newspapers, radio and television have overdramatised the situation, the sensational aspects of the situation have, at least for the moment, been checked. However, the eruptions of last November have served to intensify more fundamental discussions, covering most aspects of University government and administration. In addition, the Senate has set up a tri-partite sub-committee to study in depth the nature of the University itself. These are important discussions on matters of concern to all graduates, and *The McGill News* is currently preparing a number of articles covering a wide range of subjects, including the history of the current system of disciplinary procedures, the very live issue of academic freedom (and responsibility), University Government and so on.

Whether or not the confidence of the Society's Executive in the University Administration satisfies everyone, the detailed knowledge which I and my colleagues have certainly satisfied us that the Administration took the steps which circumstances demanded and which their powers permitted them to take. This view was reinforced by a unanimous vote of complete confidence in the Principal and his officers passed at the Annual Meeting of our Advisory Council, which discussed the whole situation with the Principal and the Chancellor. This still leaves plenty of room for opinion on the validity of present administrative and disciplinary procedures, and quite obviously these are going to be discussed for some time to come.

That graduates should have opinions on these matters, and widely varying opinions at that, I take for granted, and with the help of the Executive Committee of the Board of Directors I am hoping to develop means whereby graduates can usefully express their views on specific problems now under discussion. Copies of the report on University Government published by McGill can be obtained on demand from the Society, and I hope that readers of the summary in this issue will feel free to ask for copies and express their views before the Executive Committee formulates a definitive opinion.

As to the debates on the nature of the University, I am hoping that an appropriate submission may be made on behalf of the members of the Graduates' Society when the questions before the tri-partite committee are defined.

This is a period of continuing stress and strain and change. At such time, McGill especially needs the constructive support of its graduates. If changes are required, the voice of graduates should be heard. But let us make sure that changes take place in an orderly fashion, without detriment to the University or its world-wide reputation.□

From the Society's Mailbag

While I was at McGill, the Faculty operated this University, *period*, and turned out a fair quantity of successful graduates. With the students running the Faculty and University I am a bit skeptical.

Why should not the Faculty in practically all respects run the University? Other than student body activities.

A. B. Clarke, BSc '13

The excessive permissiveness or lack of conviction and courage displayed by many of those in authority certainly must bear a major share of the blame for much of this frightening condition in our society.

A. W. Hutchison, BEng '32

The fact that several members of faculty have approved and supported the actions taken by the students further divorces the situation from understandable reality.

Eric Hamilton, BCom '34

I am wide open to reconsideration of making my annual contribution when I can feel assured that the *Daily* mess has been handled as I believe it should be, by expulsion of the offenders and leaders of the SDU, and when the members of our teaching staff are fully enough engaged in teaching and research that they cease making silly, childish "demands" on the governments, inspired by the very extreme Left.

George B. Maughan, MD '34, MSc '38

Viewed as a whole the disobediences are

variegated but organized with the sole purpose of creating internal strife, and the uninitiated are stupidly swayed by Hitlerian teenage neopsychology.

Charles F. Schnee, MD '34

Throw *out* the sit-inners!

Carlos Hull, BA '37

How grown men can have so little self-confidence as to be harried and made fools of by a few hundred students, led by a dozen maniacs, remains a mystery to me.

J. Hans Geggie, MD '40

The students are arguing for greater representation, and authority, but presumably are not prepared to accept responsibility. The Administration, on the other hand must accept responsibility for everything in connection with McGill.

Bernard J. Finestone, BCom '41

I have mixed emotions about subsidizing a University which fosters the idea that a university is a place operated *for* the students and where they can practise their new and immature ideas.

It is my opinion that the University exists so that immature students can acquire some learning, and that, in their maturity, they will provide a better atmosphere in which I will live.

Gordon McGibbon, BEng '41

I consider that the disturbance was created not only by a minority, and at that a small minority, but must have been instigated by professional troublemakers.

I notice that one of the uses for the Fund is for teaching salaries. I trust that this would also mean employing teachers with greater teaching ability.

Moses Moscovitch, BCL '42

We have two sons approaching college age, and I would hate them to be part of an institution where such a complete lack of strong disciplinary action exists.

Barbara S. Darling, BSc '48

I am not interested in furthering the education of people of the sort who seem to be running student affairs at the present time.

H. G. Rindress, BEng '48

The louts get all the publicity while the good kids such as those walking for Oxfam get little.

Ian McKay, BA '49, MSc '56

Children do not run their home, employees in a company do not lay down the rules and students in a University should not be treated on the same basis as those who set the policies.

Mrs. K. R. Sawyer, BA '49

. . . the University, instead of assuming its responsibilities with respect to disciplining students, formed a quasi-judicial body — the Senate Commission of Student Discipline — to exercise the prerogatives, which surely must be those of the Principal alone.

K. C. Mackay, BCL '50, MCL '51

I cannot believe that such acts of rebellion at the easy going authority and minimal disciplinary restrictions at McGill can bring to the heart of even the most ardent, intelligent, optimistic alumni anything but genuine hurt, despair and gloom.

Bonar Lindsay, BEng '51

. . . as former students, not former members of the Administration, we feel it is particularly relevant to know why the students feel dissatisfied with their educational opportunities, and what, if anything, we may do to represent their concerns.

Leonard H. Wisse, BA '52
Ruth R. Wisse, BA '57

To say the least I am somewhat disenchanted by the manner in which certain so called "educated" people act.

John A. Ogilvy, BA '52, BCL '55

It is my belief that a) the University, and the country in general, are best served by an administration that has full undiluted authority and responsibility with respect to curriculae, teaching standards, teaching personnel and student on-campus activities, and b) that being a student at McGill is a privilege, not a "right", and the student's admission is contingent on his acceptance of the house rules and, on breaking these rules, the penalties imposed by the Administration.

H. R. Lattik, BEng '56

I believe that the Principal's actions in this matter are incompatible with the broad aims of a university. He has imposed arbitrary mores in a most authoritarian fashion. If the students of a University cannot run their own newspapers, what is the meaning of freedom?

K. Marshall, BA '54, MD '58

I cannot in good conscience donate to the Alma Mater Fund because of the manner in which the Administration dealt with the *McGill Daily* affair and because of the condition of the Dental Faculty. In both cases there is displayed a lack of leadership and foresight.

C. A. Casey, BSc '60, DDS '62

I regret the Administration's cowardly and dishonest abdication of its duties towards the students, the community and education itself, as evident in the present *Daily* controversy, as well as numerous such incidents in the past.

Mrs. Mary Ann Kim, BA '61

My only concern is that by involving itself in what should be a students' affair, the Graduates' Society will further complicate a difficult situation. If you represent me you will not play the outmoded "watchdog" role over student "morality", and will not influence the Principal to do same.

Henry Mintzberg, BEng '61

The University Administration has, to date, shown an appalling lack of authority in its handling of the incidents.

C. E. Cook, BEng '65

. . . what appears in the *Daily* is the students' business and not the affair of me, McGill's Administration, the news media, or the Graduates' Society.

Dieter Loerick, MBA '66

I am very surprised that the officers of the Graduates' Society should have forgotten the frustrations encountered by students and the complete futility of trying to communicate with the powers that be — the Administration.

Miss Shree Mulay, MSc '66

. . . the old stature of the University as a meeting of scholars has unfortunately been lost. At present it is the Administration which dictates, while it should be the faculty and the students. The Administration is there only to serve this body working together . . . I do hope that you will consider the views of the students more closely before you discount them and uphold the Administration.

Douglas Gameroff, BCom '67

Letters

I read with great interest about the recent *Seven Days that Shook the Campus*. I could not help but harken back to my own student days where it seemed that the motivating force at that time was to acquire an education and spend every moment towards that end. It is true that at the time we were students, we felt it a privilege to have been selected to attend McGill University. I wonder if the present-day students feel the same way? Certainly we raised our own brand of hell! I fondly look back to the days when we went harvesting out west in behalf of McGill. Some of our other antics certainly would bear some scrutiny, but nevertheless, at no time did we ever leave the impression that we were not proud to be members of a great University and would, at no time under any circumstance, besmirch its good name.

I do feel that our generation is getting older, but perhaps wiser. In the impetuosity of youth, some actions are performed without logical forethought. I would hope that the students of today realize what a privilege it is for them to attend McGill University and how they will never regret having been selected to be a part of this great University.

L. W. Appleby, BA '46, MD '48
Lake Worth, Fla.

We read your interesting account of the "sit-in" disturbance at McGill in November and are glad that the uproar has given momentum to much more effective cooperation between the student body and the Administration — a truly educational experience.

Please accept my compliments on the attractive and interesting editorial work you are achieving with the periodical that we old grads can eye with increasing pleasure.

Henry H. Hart, BA '16, MD '22
Southbury, Conn.

I have read the article on *Seven Days that Shook the Campus*. I found it interesting, but I think that you owe it to your readers — alumni, who presumably are adult and not too impressionable — to reprint the article in question.

As one whose contributions can be influenced by the actions of the University (especially the administration), I think I have a right to a reprint of the article by John Fekete so that I can make an independent judgment on this matter.

Mark Levine, BSc '50, MD '54
Flint, Michigan.

(*A copy of the article was sent to Dr. Levine, but as we pointed out in our reply,* The McGill News *is more concerned with the issues raised by the publication of Krassner's — not Fekete's — satire than the article itself. These range from changes in the structures of university government to student rights and discipline, and will be discussed in this and forthcoming issues of the* News. *Ed.*)

It was a great pleasure to learn, in the November *News*, that the historical equipment used by Ernest Rutherford while at McGill is at last to be properly displayed. Dr. F. R. Terroux has long wished to have this priceless heritage taken from dusty cupboards, and he is now cleaning and refurbishing it as a retirement activity.

What! Retire Ferdie Terroux merely because he's sixty-five! Bah, Humbug! When I saw him last summer he spoke, thought and acted like a man in his early fifties. He has been an inspiring teacher to hundreds of McGill men and women. He is capable of going on doing the same fine job for a dozen years to come. The same was true of Stephen Leacock and many other of McGill's greatest teachers. At the same time there are others on the staff who could profitably be turned out to pasture at forty.

Away with this out-at-sixty-five nonsense! Look at the man not the calendar. To retire Terroux and the very few others of his calibre when they want to go on, they are capable of going on, and the students want them to go on is close to criminal lunacy.

One does not put a Rolls-Royce on the scrap heap simply because it's the model of the year before last. By setting up a system for evaluating faculty who wish to teach past sixty-five — a system in which student reaction would play a major part — we could end needless heartbreak for the instructor and inestimably benefit the University which suffers (as do all great universities today) from a chronic shortage of great teachers.

Ivan Aron, BSc '49, MSc '54
Ypsilanti, Michigan

I was interested by two topics in the September issue of *The McGill News:* the dissemination of news and information to "non-alumni parents" through your journal, and the new medical curriculum. In the article on the latter there appeared the statement that medical information has a life span of five years. I would not write about that unqualified statement were it not for the fact that you are attempting to inform so many people about the university — that statement gives a wrong impression about medical knowledge, and as it stands cannot be a basic premise on which the new curriculum is founded.

I have found myself puzzled by the possible meanings and definitions of the terms "medical information," and "medical knowledge". The terms may be synonymous, but there is here a real problem of semantics, which perhaps reflects on the problems of medical education. One way of studying these is to examine the framework in which doctors' decisions are made: there are treatment decisions, classification (diagnostic) decisions, and research decisions. I have purposely put them in that order, because very often a treatment decision must be made in the absence of a definite diagnosis, and may be none the less effective for that. But more particularly this order relates to the stability and constancy of the facts (or perhaps knowledge or information) which lies behind the making of these decisions. It is in the third category of decision making that the facts (or perhaps information or knowledge) have a five year life span. But very little of that short-lived information is sufficiently viable to become background knowledge for decisions in the first and second categories, which use a conservative body of knowledge, the first even more so than the second.

The medical student surely starts off with the basic facts, and as he progresses is exposed more and more to a diet of short-lived information, which will become the major part of his scientific intake during his active medical life. No doubt the new curriculum is designed to provide a sound system of selection from, and digestion of the information served up, and of its elimination when its usefulness has ceased.

Paul D. Byers, BSc '44, MD '45
London

In the "Deaths" and "Where they are" sections could you try printing the names in blacker type? I can assure you that the bi-focal wearers will appreciate it.

Mrs. T. Miles Gordon, BA '33
Montreal, P.Q.

What the Martlet hears

How's the Fund?

Among the most frequently asked questions at Branch meetings of the Graduates' Society these days is "How is the Alma Mater Fund doing, with all the trouble we've heard about on the campus?"

Student unrest appears to have had little effect on the Fund totals so far this year. AMF officials report that, as of December 31, 1967 the total amount received was $429,530 (up $30,404 from the same time in 1966). The total number of donors was down 883 from the previous year, as 10,243 graduates contributed.

The extent to which contributions may be affected between now and the end of the Fund year in May is, of course, a matter of conjecture. Many graduates make their donations after January 1st in order to claim the amount on next year's income tax, and a small number at least have indicated that they are "withholding" their donation until matters have settled down on campus to their satisfaction.

Despite the few holdouts, the Fund seems to be moving well toward its announced goal of $1,000,000. With a repeat of last year's $100,000 Challenge Gift as an inducement, graduates have already subscribed over $50,000 in "new money".□

Graduate to Head Eye Research

Dr. Sidney Lerman, BSc '48, MD '52, currently at the University of Rochester, will start work at McGill in July as director of Basic Science Eye Research and Professor of Ophthalmology and Biochemistry.

Basic science eye research will be a new activity at McGill, and Dr. Lerman will continue his main research work in the biochemistry of cataract and of corneal disease. At Rochester, he achieved meaningful progress in exposing the cause of cataract, one of the most common eye afflictions.

A Canadian citizen, Dr. Lerman was born in Montreal. After obtaining his MD at McGill, he was a resident in ophthalmology at the Montreal General Hospital, and did postgraduate work at Johns Hopkins Medical School, and later at the Institute of Ophthalmology in London. He then obtained a degree in biochemistry from the University of Rochester, where he is associate professor and director of the University's eye research work.

Dr. Lerman has written three books — one on cataract, one on glaucoma, and a general textbook on ophthalmology — in addition to contributing 89 scientific papers on his research. Recently, the *Eye, Ear, Nose and Throat Monthly* awarded Dr. Lerman its first Book Review Citation for his book *Basic Ophthalmology*, a work the *Monthly* described as a "text of oustanding merit in clinical ophthalmology."

The new research programme will be made possible by contributions to a $300,000 fund organized by the department of ophthalmology chairman, Dr. John C. Locke, BSc '40, MD '42. To date, the fund has received some $200,000, and as soon as the balance is found to support the programme through its first five years, the department hopes to endow a permanent Chair in Eye Research, construct additional laboratory space, and begin research on the neurophysiology of the eye.

Support for the programme has come from individuals, foundations and community organizations, including the Canadian National Institute for the Blind, the Montreal Association for the Blind and the Montreal Central Lions Club. The latter has also supported the work of two scientists, Dr. Peter Davis, MD '60, and Dr. Dario Lorenzetti, BSc '58, MD '60, who will be associated with the new eye research centre. Dr. Davis is working on common causes of blindness in Eskimos: phlyctenulosis, an inflammatory disease which causes scarring and opacity of the cornea, and uvietis, a disease caused by bacterial infection. Dr. Lorenzetti is currently working on the selection and preservation of corneas for transplant.

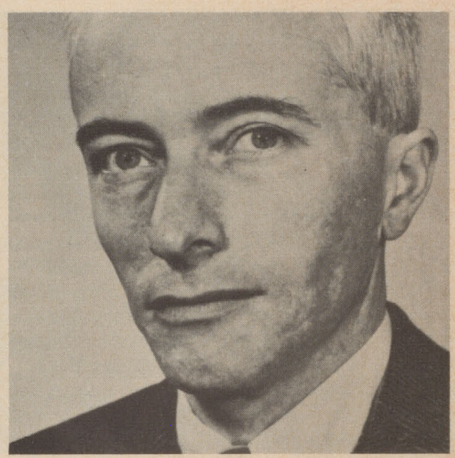
Dr. Lerman's appointment will be a major step forward in eye research in Canada. Says Dr. Locke: "When you consider that 80% of all eye disease is due to a cause unknown to science, and that approximately 70% of that can be solved through research, you come to recognize the importance of the work about to begin at McGill."□

Kay Cresswell Retires

"She had everything at her fingertips. She ran the school of physical education."

This remark of Fred Urquhart's, BA '36, DipPE '36, sums up the feeling of past students and faculty when talking about Miss K. M. Cresswell, who retired last September after a 42-year career at McGill.

She joined the staff in 1925 as secretary to the school of physical education, then under the direction of Dr. A. S. Lamb. In later years





Top: Dr. Sidney Lerman, newly appointed director of the Basic Science Eye Research.

Above: Kay Cresswell is flanked by Dean Wayne Hall and Prof. Robert Wilkinson of the Faculty of Education outside the Faculty Club.

Martlet/continued
the school became part of what is now the Faculty of Education.

Miss Cresswell's career was recalled at a luncheon held September 24th, where she was presented with a cheque and a watch by Dean Wayne Hall of the Faculty of Education. "Kay Cresswell brought to the service of McGill far more than her efficiency as a secretary," commented Dean Hall. "She became a staunch ally of the teaching staff not only in maintaining the office but in actively assisting in the development of tone and spirit of the programme. With her usual cheerfulness and consideration, she was also a favourite among the students and on many occasions gave them the assistance and encouragement which helped them through difficulties."

On her retirement, Miss Cresswell was also presented with a collection of letters from graduates of the school of physical education. Dean Hall said, "This contribution of past students towards a presentation to Miss Cresswell is flattering evidence of the place which she holds in their regard."□

Earliest Reptile Fossil

Dr. Robert Carroll, curator of vertebrate fossils at the Redpath Museum has identified a fossil skeleton found eight years ago on a Nova Scotia beach as the oldest reptile known to man. Working in conjunction with a Princeton colleague, Dr. Donald Baird, the two determined the specimen to have lived about 100 million years before the age of the dinosaurs.

The fossil, which was discovered by Dr. Baird on the northwestern shore of Cape Breton, is that of a foot-long lizard-like creature that lived on land about 25 million years earlier than any reptiles discovered until now. The find was a lucky one, for had Baird and his associates been exploring the beach only a week later, the sea would probably have covered the fossil.

The specimen has been named *Romeriscus periallus* — Romeriscus in honour of a now retired professor, Dr. Alfred S. Romer, who taught Baird and Carrol at Harvard Graduate School, and periallus, (Greek for "before all others"), denoting the reptile's early position on the evolutionary ladder. Of all known reptiles, Romeriscus is by far the most closely related to its amphibian ancestors. Scientists generally agree that life emerged from the water in the form of amphibians — which are intermediate between fish and reptiles on the evolutionary scale — some 350 million years ago. Reptiles then developed from amphibians about 300 million years ago, or near the time that Romeriscus lived, it is believed.

Although it is the earliest and most primitive reptile yet discovered, it is thought that Romeriscus emerged too late and is too specialized to be the ancestor of the more advanced reptile species. The find, which was the subject of an article in the July issue of *Science*, is housed in the Redpath Museum.□

Major Physics Installation

McGill is building a cryogenic supermagnet which will have a magnetic force more than a million times greater than that of the earth. According to its designer, Dr. Richard Stevenson, associate professor of physics, "it will be the most powerful magnet of its kind in the world."

Construction is underway in Longueuil Industrial Park on a laboratory to house the device, and the project is scheduled for completion this summer. It will be available without charge to scientists from other universities and from industry.

The first major physics installation since the cyclotron was built after World War II, the $1 million Magnet Laboratory will contain special magnets to produce intense magnetic fields of about 250,000 0e in intensity for research in solid state physics. Because magnetic effects are usually very feeble, intense fields are needed to make the effects accessible to careful measurement. Iron is useless for high fields, so the magnets are specially-designed electrical solenoids (cylindrical coils of conducting wire which act as magnets when current is passed through them).

The magnet consists of two main sections arranged concentrically: the outer section is made of superconductor (metal which has zero electrical resistance at low temperatures) and is cooled by liquid helium; the inner section contains a hollow core wound with high purity aluminum ribbon and cooled by helium gas. The substance under study is placed in the hollow core where it will receive the greatest concentration of force.

To reduce power consumption (5,000 amperes at about 2 volts on the inner coil) the magnet is operated at very low temperatures (–440F). A large helium refrigerator is being built for the purpose in Montreal by Canadian Liquid Air Ltd. The intense magnetic fields will be used to study the molecular structure of solids, liquids and gases, and the supermagnet will make it possible to make measurements on a broader scale than ever before. The equipment also has great technological importance, as it involves the use of large scale electrical equipment at very low temperatures.

As well as research, there are several practical applications of cryogenic solenoids. For example, it is practicable to build solenoids to act as reservoirs of electrical power. Connected to a power source, the units could be "charged" like storage batteries, disconnected and — still under helium refrigeration at –452F — be transported to wherever electrical power was required. Reconnected to regular electrical supply lines, power would flow from the solenoids, ready for use.

Financial support for the Magnet Laboratory has been received mainly from the National Research Council and Magnetic Engineering Associates of Boston. Completion of the project will also owe much to a generous gift of $32,500 from Dr. D. W. Lewis, senior vice-president of Atomic Energy of Canada. In 1967 Dr. Lewis became the first Canadian to be awarded the Atoms for Peace prize by the U.S. Government, and he turned over the cash award accompanying the prize to McGill to further research in physics.□

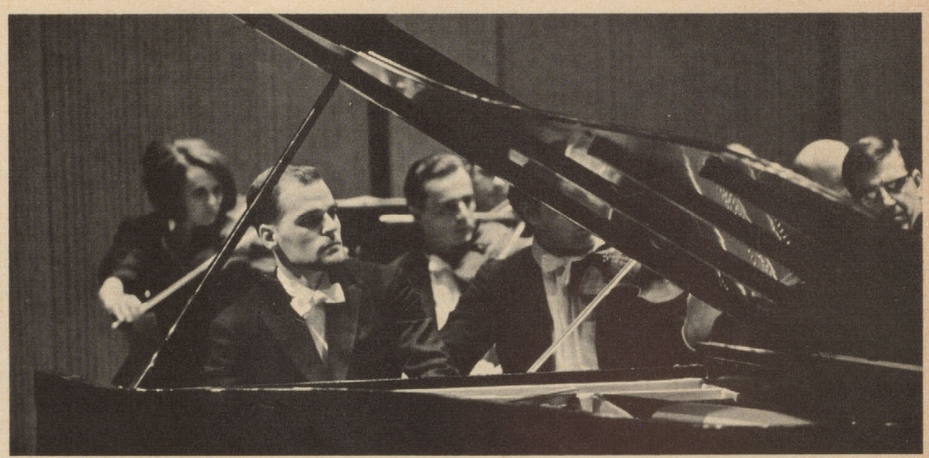
Graduate Degree in Music

For the first time in its history, the Faculty of Music will offer a two-year graduate programme in composition and musicology leading to a Master of Musical Arts degree. Brainchild of Prof. Istvan Anhalt and Dean Helmut Blume, the new programme will be in keeping with graduate courses given by other Canadian Universities such as UBC and Toronto.

In addition to regular courses in composition and the history of music, the programme will feature electives in electronic music and music analysis by digital computer. An electronic music studio has been set up at the Faculty with equipment supplied by the National Research Council.

The MMA will fill a long-felt need for graduate work in musical arts. "In the last year," says Dean Blume, "we have had about 60 requests for information on our graduate faculty. At long last we're in a position to provide this." Dean Blume estimates that registration, which will begin this September, will be rather small

Place des Arts was the scene of last November's gala concert of music by McGill composers. Pianist John McKay, BMus '61, (below, top) was guest soloist and the orchestra was under the direction of Prof. Alexander Brott. Following the performance, guests mingled in the foyer lounge.





in the first year (about six to eight students). But, he says, "by the second or third year we should have a respectable enrolment of about 25-30 students."

Although the number of students will not be large, the Faculty is still faced with a chronic problem — finding adequate rehearsal and teaching space. Ensemble rehearsals, for example, are scheduled for Redpath Hall only after 6 pm, because the Hall is used during the day as a reading room extension to the already overtaxed facilities of the Redpath Library. The makeshift arrangement is doubly hard on the musicians, many of whom have evening engagements.

Dean Blume looks forward to the day when McGill will have a centre for the performing arts with modern facilities for all the creative arts as well as music. "It is deeply regrettable," he says, "that a University of world renown such as McGill is unable, for financial reasons, to provide such a centre. The creative arts are the basis of the cultural identity of any community." Such a centre, he maintains, "would provide English Canadians in Quebec with a focal point for their own cultural self-expression. We should learn from our French-speaking compatriots whose current drive and determination is succeeding admirably in reaffirming and shaping the validity and nature of their own culture. A strong arts centre at McGill would foster not only the expression of the Anglo-Saxon identity, but also, in my opinion, the harmonious interplay between the two cultures in this province."□

"Lady" and the Martlets

Ten years after theatres across Canada closed their doors to McGill's hit show "My Fur Lady", the Graduates' Society is still getting requests for copies of the original cast recording. The record jackets have long since gone out of print, but should any graduate wish to replace his worn out copy, records are available in limited quantities from 3618 University St., Montreal 2, P.Q. Would you believe $4.00?

A more recent addition to the McGill discography is *Choral Masterworks Through the Centuries*, by the "Martlets", a 16-voice choir which forms part of the larger McGill Choral Society. Selections include music by such composers as Byrd, Schutz, Brahms, Beethoven, Vecchi, and Bruckner. This $3.00 record may be obtained from Mr. Denis Whyte, 217 du Dauphiné, Préville, P.Q.□

The aftermath of confrontation

Important questions of discipline and the role of students in University government followed last November's *Daily* affair.

"If I were Principal," muttered Prof. Laurier LaPierre wearily to a colleague at an Arts Building rally last November 10, "I would take all these students out and buy them a beer."

LaPierre's remark, made only hours after police had removed some thirty students who staged a forced sit-in in Dr. Robertson's office, suggested the frustration and fatigue felt by many at McGill at the conclusion of a week of crisis following the controversial *Daily* affair (*see The McGill News, November 1967*). With the end of the sensational aspects of the affair, the rally itself became a forum for appeals for a return to what political science professor Charles Taylor called "a sense of basic objectives."

From the students' point of view, the *Daily* crisis had raised fundamental questions about the government of the University and their role (or lack of it) in the administration of their education. The University, having charged the three students responsible for publishing "an article which contravenes standards of decency acceptable by and in this university," was left with the sticky problem of hearing the students out and making a judgment on the matter. The weeks following November 10 were to see some remarkable developments bearing on both issues.

The Disciplinary Question

On Monday, November 13, the Senate Committee on Student Discipline — which was to hear the cases for *Daily* editors Peter Allnutt and Pierre Fournier, and columnist John Fekete — held a procedural meeting and acceded to a request by the three students that Fekete's case be heard independently of the other two. Allnutt and Fournier, through their advisor Marvin Schecter (a fourth-year Law student), were denied a request that the hearing be public but were advised that each could be accompanied by two observers to future meetings. Prior to the meeting, Vice-Principals Carl Winkler (chairman) and Michael Oliver withdrew from the investigation because they had been involved in the decisions leading to the placing of the charge before the Committee, and Prof. Perry Meyer of the Faculty of Law took over as chairman.

Two days later, on November 15, the University offered its closed-circuit television facilities to the Committee, and Allnutt and Fournier agreed to televised proceedings. The following day a large crowd of students assembled in the Leacock Building auditorium for the first of four televised hearings.

As the hearings began in earnest, Students' Council voted to request the Administration to drop the charges against the students. Dr. Robertson denied the request, explaining that the Discipline Committee could only "proceed with the case, dismiss the charges, or declare itself incompetent to judge them." The Judicial Committee of the Students' Council released a unanimous report absolving the *Daily* of "an act of bad faith" in publishing the article. The seven-man committee, however, was "almost unanimous" in the view that "Mr. Allnutt's decision to publish the article was extremely irresponsible."

Meanwhile, John Fekete's lawyer, Claude Armand Sheppard, announced his intention to seek a court order to halt proceedings against his client on the grounds that the Disciplinary Committee had no jurisdiction in the matter. On November 21, Sheppard filed a petition for a Writ of Evocation in Superior Court to determine jurisdiction in the case, naming as Respondents McGill University, the Committee on Student Discipline, its individual members, and Dr. H. Rocke Robertson. In effect, the granting of the Writ would remove the case from the Committee's jurisdiction to that of the civil courts.

After the matter had seesawed between the Committee and the Court for two weeks, Mr. Justice Jean St. Germain rejected the petition on the ground that the Discipline Committee was not "a statutory court subject to the superintending and reforming power of the Superior Court." Sheppard filed an appeal and Quebec Chief Justice Lucien Tremblay issued an order suspending all action by the Committee against Fekete pending further hearings in the Appeal Court in January.

While Fekete's appeal was being considered in the courts, the Allnutt-Fournier hearings continued at McGill until December 5. In late January, the Disciplinary Committee presented its report and recommendations to Senate. Agreeing with the Judicial Committee of the Students' Society, the Committee opined that the *Daily* editors "committed a serious error in judgement and displayed irresponsible behaviour as editors . . ." It emphasized its disapproval of the article in question and stated that "it does not view itself as a censorship board in judgment of what mature university students read or write, either within or outside the University community." But, it said, "There is no doubt that there must be limits and bounds to all freedoms, including freedom of expression. An absence of boundaries, even in the use of language, can lead to serious problems, including an erosion of the standards which distinguish a civilized community." Therefore, the Committee concluded, publication of the article "does, in fact, contravene standards of decency appropriate to and acceptable to the University community."

The penalty, however, was mild. "Having regard to all the circumstances," it said, "the Committee's decision is to reprimand Messrs. Allnutt and Fournier for their role in the publication of the article in the *McGill Daily*."

But the Committee's problems are not over. Just before Christmas it summoned the 30-odd sit-inners who were removed from the Principal's office to appear before it. The group hired a lawyer who asked the Committee to postpone the hearing until the new year, to hold a public hearing and to try all those charged together. Students' Society President, Peter Smith, also urged that all meetings be "open or televised in full." The *Daily* put out a special issue and editorialized: "To many onlookers, the case . . . may appear clear cut. Students' Council, too, has indicated that it feels the Administration should deal with it. Nevertheless," it said, "the students' right to a fair hearing must not be denied, and likewise our right to know what is being done in this case of disciplinary action."

The Committee postponed the sit-inners' hearing until the new term, but took no decisions on the other requests.

University Government Studied

As we go to press, debate has only begun on the wider implications of last November's student-Administration confrontation. As the *Montreal Star* recently put it: "It peeled back the veneer that all was reasonably well on the campus by revealing many deep-seated differences within that university community on the proper role of its students." To determine what that role — indeed the role of all segments of the University — should be, discussion is now taking place on the work of McGill's committee on the Duff-Berdahl Report, as well as in meetings of the recently-formed Tri-Partite Commission on the Nature of the University. Reports on both of these important developments appear elsewhere in this issue.□



Following last November's sit-in, faculty members call for a return to normalcy at student rally in front of Arts Building.

Commission examines "Nature of the University"



Members of the "Tri-Partite Commission on the Nature of the University" meet in the Administration Building Board Room: l. to r., Prof. B. W. Boville, Robert Robinson, Registrar Colin McDougall (secretary), Chancellor Howard I. Ross (Chairman), Prof. F. C. MacIntosh, Vice-Principal Michael Oliver, Dean Maxwell Cohen, Students' Society External Vice-President Richard Burkart, Prof. J. C. McLelland, David Ticoll and Jeffrey Marvin.

Less than two weeks after the outbreak of last November's *Daily* affair, the McGill Senate set up a Tri-Partite Committee to study "The Nature of the University."

At its meeting on November 15, Senate voted to invite Chancellor Howard I. Ross to serve as Chairman of the body which was to include four representatives each from Senate, the McGill Association of University Teachers (MAUT), and the Students' Society. Within a month the Committee had held its first meeting (*in camera*), changed its name to the "Tri-Partite Commission on the Nature of the University," and disassociated itself from specific responsibility to the Senate. Two members were added: Principal Robertson (*ex officio*), and Registrar Colin McDougall, secretary.

As this issue of the *News* goes to press, the Commission has met three times — twice in closed sessions to work out procedural matters, and once in open "seminar" to attempt to define the direction of future discussions. At the first meeting in December, the Commission dropped the term "committee" and declared its responsibility to the three sectors of the University from which its representation is drawn. A three-man steering committee was formed to map out the course of deliberations and to act as liaison between the Commission and the press.

Following the second meeting in January, Vice-Principal Michael Oliver (a member of the steering committee, which also includes student David Ticoll and Prof. J. C. McLelland of Divinity) announced that two new members would be invited to join the Commission *ex officio:* Students' Society President Peter Smith, and MAUT President William Westley. Dr. Oliver also announced that the Commission would invite briefs from interested individuals and organizations for presentation at public hearings in early March. Although the deadline for submission of briefs was set at February 19 — a little over a month away — Dr. Oliver said that the early date had been decided on in order to allow the Commission time to prepare an interim report for April. However, he noted, a further deadline of July 1st has been set for anyone interested in submitting a brief for consideration in the Commission's final report.

Also as a result of the second meeting, certain members have been asked to prepare "position papers" to guide the Commission's own exploration of the nature and function of the University. Three themes were chosen: "The University and Society," "The Evolving Curriculum," and "The Division of Powers and Responsibilities for University Government." It is expected that these position papers will form the basis for subsequent discussion.

Beyond these exploratory opening moves, how will the Tri-Partite Commission fare? Judging from the open seminar session in late January, its deliberations may go on well into the next decade without ever really coming to grips with the problem. But at the very least it has brought representatives of the various groups to the conference table for a general airing of problems.

What of McGill graduates and their role? At first sight the three parties to the Commission appear to be uncertain of what that role should be; perhaps too many graduates themselves consider that they have received a degree from McGill rather than hold a degree in the University. The Graduates' Society has not yet decided what part it can play in the work of the Commission, but the submission of a brief is being considered. □

University government at McGill

A recent joint Senate-Governors Committee Report points to the need for major reform of University governing structures.

Editor's Note: In April, 1966, shortly after the publication of the Duff/Berdahl Report on University Government in Canada, a Joint Governors-Senate Committee was formed at McGill "to study the . . . Report . . . and to make recommendations concerning its findings." After 18 months of study and deliberation, the Committee presented its own Report to a meeting of the University Senate on November 15, 1967, for wider discussion within the University. Copies of the Report were sent to the Board of Governors, McGill Association of University Teachers (MAUT), *and the Students' Society in order that representations might be made as soon as possible. The Graduates' Society will also be considering its implications.*

Copies of the complete text of the Report are available on demand from the Graduates' Society. Below is a résumé of the main points in the Report and a summary of the Committee's conclusions and recommendations:

The roots of University Government at McGill can be found in the original legislation of Lower Canada in 1801 entitled "An Act for the Establishment of Free Schools and the Advancement of Learning in this Province", under which the Governor was empowered to appoint "trustees of the schools of Royal Foundation of Lower Canada; and of all other institutions . . . established for the advancement of learning therein."

These trustees were to constitute a corporation ("The Royal Institution for the Advancement of Learning") and this structure was linked to James McGill's will (in 1811) conveying property to the Royal Institution on condition that it erect and establish a university or college to be called "McGill College". Further Letters Patent and Statutes from that time down to 1862 developed the powers and refined the corporate status and operations of what became the Governors, Principal and Fellows of McGill College; in due course, these persons and entities were again described as "Trustees, Members of the Royal Institution . . . and Governors . . . " as well as the "President or Principal . . . "

The 1862 legislation permitted the Governors to fix their own number (which later became 25, including the Principal and Vice-Chancellor), and these Governors could, by virtue of such legislation and their own statutes of the University, legislate for "both" the Royal Institution and McGill College and University. In this sense, the Royal Institution had changed from a "public" to a "private" body.

As the University developed, further important changes were made in the Statutes. In 1923, the Governors created "The Corporation", a 50-member body comprising Governors, Principal and Fellows of the University. The powers of the Governors remained supreme, but the date marked the real beginnings of authority delegated to the academic members of the McGill community in certain areas. The Statutes were revised in 1935 and again in 1939. The first revision replaced the Corporation with the present Senate as the highest academic authority in the University. The Principal's position, however, had been unduly weakened, a situation rectified by the 1939 amendments which made the Principal the "chief executive officer" and sole channel of communication between Senate and the Board of Governors in academic and other matters.

By the late 1940's, the rise of staff associations (e.g. the MAUT at McGill) and the unease at excessive centralization at many Canadian Universities made it evident that staff participation and self-government would soon have to be given serious attention. Slowly, a regular pattern of consultation between Principal and staff emerged, as well as Board-Senate-Staff cooperation in making University policy and of administration-staff consultation in the appointment of Deans and other high academic officers.

By the time the Duff/Berdahl Report had been published in 1966, McGill had undergone several major changes in government and had subjected its structures to close scrutiny (including an exhaustive MAUT report on the Senate and University Government in 1959). What remained to be done, however, was to incorporate this experience into permanent principles of administration through amendments to the Statutes in the light of the developing patterns of the '60s as suggested by the Duff/Berdahl Report, the Parent Report, the University's particular status in the emerging new Quebec, the increasing reliance on public funds, the activism of staff and students, and the need to balance effective and significant democracy and self-government with the managerial needs and continuities necessary in increasingly complex university administration.

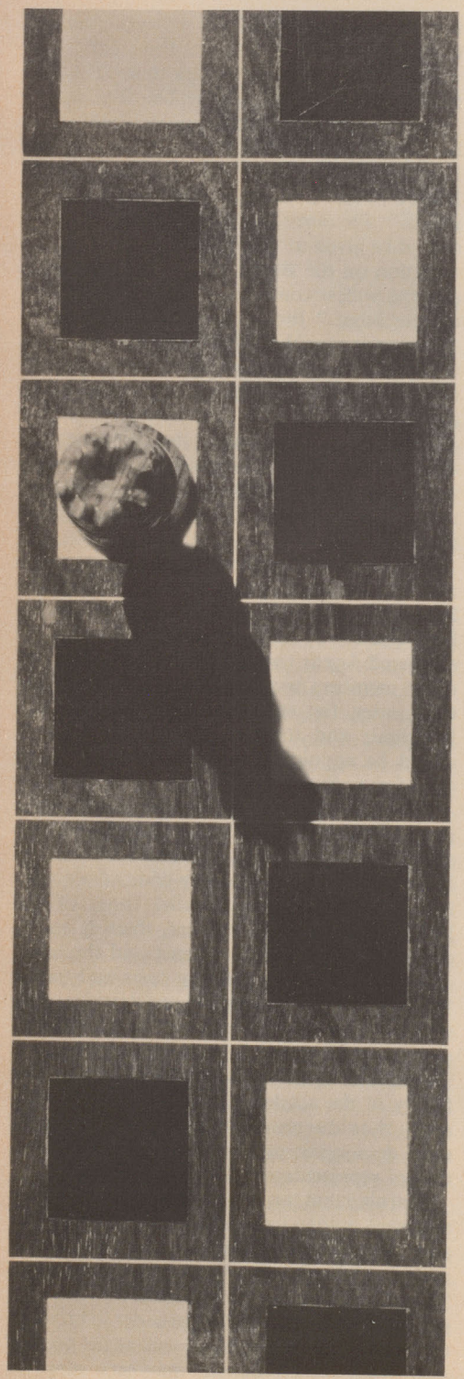
Recognizing that final legislative authority remains with the Board of Governors, the Joint Committee Report recommends "no substantial changes in the powers allocated to the Board, Senate and the Principal".

However, the Report notes that "The self-perpetuating character of the Board under the present Statutes probably can only be justified henceforth if the general composition of the Board represents the wider community which McGill in fact now serves and on which it depends." Favourable consideration, it says, should be given to "the principle of staff representation on the Board . . . on the one hand, and the widest community links to the Board on the other." Provincial government representation is considered (although, so far as the Committee is aware, the provincial government "has never expressed any desire to be represented"), and "a new approach is now possible, if we adopt here the principle that Government may be consulted regarding the nomination of qualified persons for consideration . . . as candidates for membership on the Board."

The Committee, therefore, would see a 36-member Board: five members elected by the Senate with 3-year staggered terms; five members elected by the Graduates' Society for staggered 5-year terms (as at present); and 24 other members proposed by the Nominating Committee for staggered 5-year terms; the Principal; and the Chancellor. No member would be appointed or reappointed after the age of sixty-five.

Modernization of the Senate would take into account that, although its powers are classically "academic", Senates' interest in basic financial and university-wide administrative questions closely parallel those of the Board of Governors. Further, there is an increasing need to inform Senate and the MAUT of the University's operating costs and trends "in order to have sensible negotiations with the staff over salaries, pensions and other important staff interests." Senate, says the Report, "must be an agency which represents the entire family of the academic community at McGill and it should represent that family through the most democratic means available in the selection of representation."

Warning that too large a Senate would create a central political and administrative problem and make effective discussion and decision-making difficult, the Committee states that "Senate must increase in number . . . from its present 35 to a total of 48." In order to broaden the basis of the electorate as well as the pool of staff from which Senate members may be



University government/continued

chosen, the recommendations include the provision that "full-time teaching staff with the rank of Assistant Professor and higher will have the right to vote and stand for . . . office."

The new Senate, therefore, would include 13 members purely *ex officio* (including five members of the Board of Governors); 19 purely elected directly by the faculties concerned and the Students' Councils (of McGill and Macdonald College); and 16 Deans and Vice-Deans. Although the proposals do not provide for a simple majority of purely elected members (as proposed by Duff/Berdahl, and to some extent the Parent Report), the Committee "felt some confidence" in the proposed structure through the recognition that 16 of the members would be present "as the result of an intensive consultation with staff before such persons were given the offices that entitled them to a seat on Senate" (i.e. the eleven Deans and the five Arts and Science Vice-Deans).

The Committee devoted more time to the question of student representation than to any other single issue of university government. Noting the "fluid, not to say 'protesting' atmosphere surrounding the political and social behaviour of young people" and their desire "for involvement in decision-making on the campus" resulting from the general democratization of university government, the Committee pointed to "the likely advantages of having student participation directly at the highest level of academic policy-making." To this end, it is recommended that "students be brought into the operations of Faculties and of Senate" and that student membership in Senate be composed of "three . . . from among full-time students of the University in good standing", to be elected by the combined McGill and Macdonald College Student Councils. Membership of students on "appropriate Committees of Senate, and of the Board of Governors, or on Joint Committees . . . shall be encouraged so as to enable students to participate in as many of the major committee functions . . . as may be deemed desirable."

Another new development would be the establishment of a University Court "to comprise all members of Governors, Senate and the Students' Councils". This body would hold open meetings at least twice a year to "discuss any subject of concern to the University and its constituent parts, with the right to make recommendations to the Board of Governors, to Senate and to the Students' Councils."

The Committee observes that "graduates of the University also share in the total community of the University." Without further elaboration on that point, however, it states that "the current staff and student body . . . must be seen as curators for the University's past and trustees for its future."

The Joint Report concludes with a detailed section on the appointment of Vice-Principals, Deans, Vice-Deans and Departmental Chairmen and says that "it remains true that the extensive experience with the consultative process in the matter of the appointment of Deans has not been converted into statutory provisions." While there is "no problem of a time limit on the office of a Principal (or Vice-Principals) . . . " the Committee's view is that five-year rule for Deans (consistent with the Duff/Berdahl recommendations) "is basically a sound one, but that any amendments to the Statutes . . . should make it possible for the Principal, in exceptional circumstances and with the consent of the Selection or Advisory Committee, to recommend the appointment of a Dean on different terms."

Because of the important responsibilities of the Vice-Deans in Arts and Science, it is suggested that their tenure "be given some formality within the McGill Statutes" and not merely within the regulations of the Faculty.

Finally, the Committee suggests that, although "a measure of confidentiality" is required for normal, efficient operations of the Board of Governors and Senate, "most actions of Governors and Senate should be given wide circulation throughout the University", a process that has already begun with the publication of a resumé of actions at Senate meetings in the *McGill Bulletin*.

The Committee recommends that "a special Joint Committee of Governors and Senate be established to revise the Statutes of the University in accordance with (the) recommendations; to incorporate all existing and relevant amendments added to the Statutes . . . since 1939; and whenever possible to employ such language . . . as will indicate the changing character and spirit of the University in the matter of its governance, with particular reference to the constructive relationship between staff, Senate, Governors and students that is now a fact of life at McGill University."□

Campus dissent in the sixties

From "free fees" to "democratization" of the University — a review of activist happenings at McGill since 1964.

by John Skinner

A little over a year ago, a sign appeared on the University of California campus, which read: "Tired of Protest, Wear a Friendly Button." Although it did not exactly herald the death of protest at UC, the suggestion of a friendly attitude on the part of some students must have come as a ray of sunshine to administrators at that giant multiversity.

Today, as McGill heads into the second term of an uneasy year, there are no friendly buttons on the campus. In the wake of the disturbances last November (*The McGill News, November 1967*), militant local activists are regrouping to continue their battle for "democracy" in the University.

Who is the student activist at McGill? Are his protests, which have been evolving rapidly since 1964, really accomplishing anything? What does he have in common with other activists on the North American university scene?

Social scientists and behaviour theorists are only beginning to understand him, but already their observations display some consistency. In any setting, the student activist appears to be more intelligent, less prejudiced and psychologically more stable than the non-activist. Religion is not important to him, but social issues, especially ones that don't involve his personal interests, are. In a 55-page monograph prepared for the United States Department of Education, Dr. Joseph Katz of the Institute for Study of Human Problems, writes: "Activists tend to be more flexible, tolerant and realistic; less dependent upon authority, rules or rituals for managing social relationships. In their values, activists tend to be concerned with self-expression, intellectual orientation, sense of community with, and responsibility for, their fellow men, while the non-activists tend to be more success-oriented, self-denying, conventional, competitive, self-controlled, foresighted and orderly."

Dr. Kenneth Keniston, professor of psychology at Yale, says activists ". . . are not drawn from disadvantaged, status-anxious, underprivileged or uneducated groups." He also notes a high Jewish representation, attributed by a number of observers to a Jewish tradition of high social and intellectual commitment. The Roman Catholic activist is a rarity.

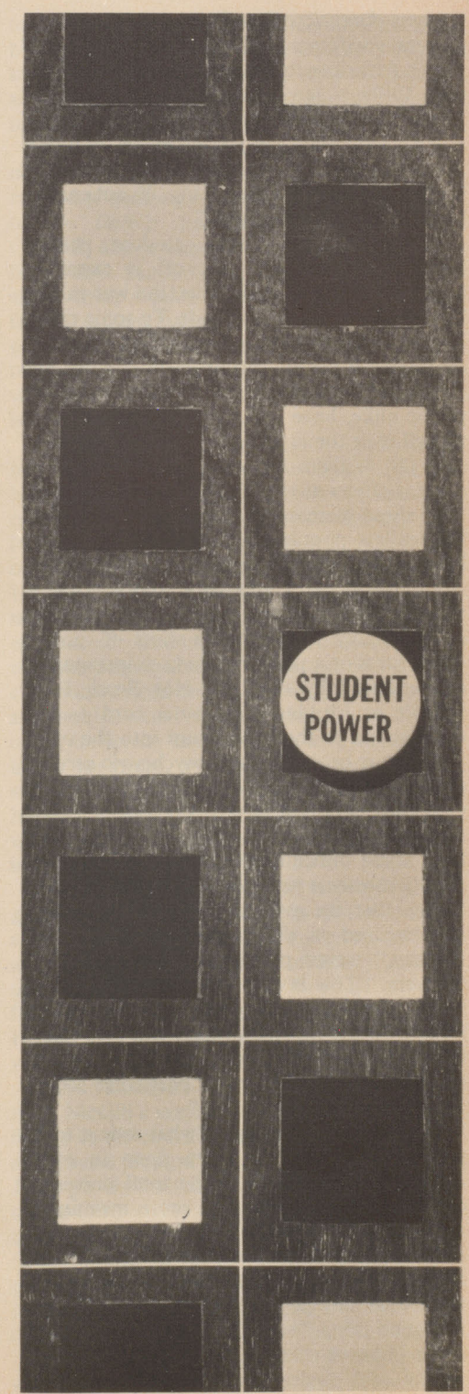
Contrary to some popular beliefs, activists are slightly less alienated than non-activists, and no more in rebellion against parental ideas than the rest of the student body. Alienation, however, begins at home. Says Principal H. Rocke Robertson: "The parents, of course, take their share of the blame, as do loose family ties and permissiveness. Loose discipline is frequently mentioned as the main cause. I think it is, but it's a regrettable fact that the very word 'discipline', which in their minds is the antithesis of freedom, like the word Establishment, evokes complete disdain from the militant youth of today. The ability to administer it is rapidly declining, not only in the public institutions such as schools and universities, but in the home."

Cornell President James Perkins, in his 1965 Commencement address, described three main forms of reaction that students have embraced in the last 15 years. The first was a "withdrawal reaction", a traditional form of alienated non-action which arose in the early 1950's. It was the "beat generation", a group of disenchanted youths who withdrew into themselves to lament and to sneer. One of the common mistakes made by the older generation today is applying the term "beatnik" to all youthful protestors. The beats did nothing; the activists try to do everything.

In the mid-fifties, Perkins said, a new generation demonstrated its alienation more actively. Youth became committed and began to assert itself in the issues of the day — civil rights, peace, free speech and others. A further breakdown of this group reveals two sub-groups: one believing that society's administration is in the wrong hands — politicians, business executives and university administrators. Politics, this group asserts, can be managed by the citizen, industrial enterprise by the worker, and university by the student. The other group wants to tear down the structure of society. "But," said Dr. Perkins, "they find the structure is rather tough and does not break very easily. They also may make the uneasy discovery that a growing population in a technological society actually requires considerable organization. But, like the escapists, they are romantics at heart and will not come to terms with the real world. They would rather destroy it."

"The central core of reacting youth," says Dr. Robertson, "I believe is basically sound, at least in its diagnosis of the world's ills, if not in its proposed therapy. The activist tends to think in black and white terms. He'll say in one breath that the system should be destroyed, but he won't present an alternative."

What turned the silent generation of the fifties



Campus dissent/continued

into the vociferous, militant groups that patrol North American campuses today? As a young man William James wrote: "Much would I give for a constructive passion of some kind," and his sentiments are echoed endlessly today. "To seek material reward," writes a student journalist in the *Michigan Daily*, "is not enough because it is so obtainable."

In the United States, student passion (whether constructive or not) is expressed largely in terms of civil rights, the war in Viet Nam and, of course, the draft. To some extent these issues have been embraced by Canadian campuses. However, certain levels of stress and unrest which disturb the educator and lay public alike, have common roots in universities all over the continent. "Most obviously," says Dr. William P. Boyd, vice-chancellor of student affairs at the University of California, "the sheer increase in numbers has enlarged the restless population." The numbers game has brought with it typically new phenomena — competition for admission and survival in the university, a hungry news media that jumps at the chance for page one shots of campus demonstrations, and numbing impersonality characterized by the "Do Not Bend, Fold, Spindle or Mutilate" computer card — and the reaction to the stresses out into the open.

A report on health and psychiatric services on Canadian campuses issued last year by the Canadian Union of Students describes a common basis for unrest. "Students themselves have some difficulty in admitting, and some faculty members have some difficulty in recognizing, that the average university student is still engaged in the process of forming his identity," writes psychiatrist Dr. Conrad J. Schwarz. "This is still a complex process by which the adolescent defines those values, standards and attitudes which will give him a reasonably consistent approach to the responsibilities of adult life in the particular society in which he chooses to live."

Dr. Schwarz adds that "what seems to be needed, and what is being done in many centres, is a new look at the total university experience in order to find more meaningful ways of encouraging true learning even when large numbers of students are involved." And if students protest against the current system, the results may be beneficial to both. "Protest is a good thing," says Dr. Robertson. "It will bring improvements in structures of the university and society much faster than they would normally occur."

The students' rationale for militant action was expressed in a recent pamphlet issued by the McGill New Democratic Party. "Students across North America are today struggling for a voice in the control of their universities," it said. "This struggle parallels that of the organized working class for control of the conditions of their work in all fields of production. The analogy is natural if we accept the premise of student syndicalism: that the student is a young worker, working with his mind. Together with his professors he produces goods of economic value — a trained individual with the capacity to produce more for society than the untrained worker.

"The rationale behind our struggle for control is: in whose interest is the university being run? Our opposition is the same as that of organized workers: the political and economic status quo."

In terms of activist sophistication, the gap between McGill students and those at Berkeley and other activist colleges in the United States is decreasing, as protest methods become universally known and refined (a pamphlet issued in the United States, for example, goes so far as to describe how large placards should be, the size of lettering and so on). The last three years at McGill have seen the evolution of a brand of militancy from the politely-worded demands for a freeze in tuition fees in 1965 to a quasi-violent form of action that resulted in the breaking and entering of Dr. Robertson's office last November 9. A look at the highlights of McGill dissent provides several clues as to how the movement and its local peculiarities have developed, and where the University's own brand of activism is leading.

Free Tuition and the UGEQ Issue

On November 15, 1964 the founding convention of the Union Générale des Étudiants du Québec (UGEQ) closed at the University of Montreal. Two months earlier, the universities of Sherbrooke, Montreal and Laval had withdrawn from the national body, the Canadian Union of Students (CUS) — previously the only Canadian students' association — stating that their aims were "incompatible with CUS" and that they could better achieve their goals through a new provincial union.

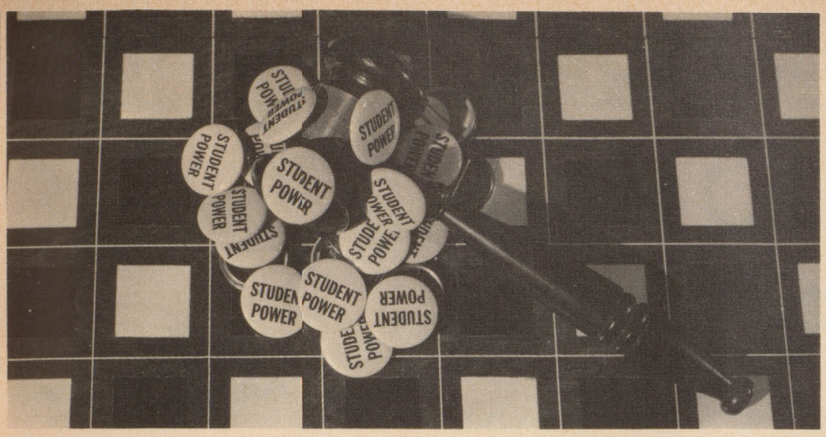
McGill student leaders, still maintaining their allegiance to the national union, remained cool to the idea at first. Saeed Mirza, then Council president, declared that the "principal thing we as students have to consider is education, and we have already made our position clear that education is a provincial affair. Therefore, we will have to consider an overall position once UGEQ is formed."

The provincial union was now in existence, and one of its main aims was the abolition of tuition fees. McGill students sat and watched and waited — until March 12, 1965. On that date, Dr. Robertson announced "with great reluctance" that tuition fees would be raised approximately $100 per student in each faculty for the coming year to offset a deficit of over $1,000,000.

The students reacted quickly. "Education is a right, not a privilege" became the battle cry and a day of orderly protest action was planned. On a cold, grey March 22, two thousand studerts gathered in front of the Arts Building to listen to addresses by student leaders and then provincial resources minister, René Lévesque. "McGill is a very moderate campus," stated student president Mirza, "and generally does not take to rallies or demonstrations unless the issue is extremely vital." It was a statement that was probably never uttered again on the campus in any serious context. The era of McGill activism had begun.

After a placard-waving march downtown and a sit-in in the Arts Building lobby, Dr. Robertson was presented with a 5,300-signature petition outlining the students' case. The next day, the Board of Governors reaffirmed the decision to proceed with the fee increase, and accepted the "orderly and disciplined" protest "as a constructive move motivated by a desire to extend opportunities for higher education . . ."

Faced with imminent examinations, the students returned to their books and the campus settled back to everyday routine. But a fundamental part of the UGEQ philosophy had been accepted and acted upon, and more was to come. Aside from trying to abolish tuition fees, UGEQ had been strengthening its collaboration with the labour unions which, in turn, were becoming increasingly occupied with educational affairs. UGEQ adopted union-like functional models as part of its basic syndicalist philosophy. "In effect," says a recent report on UGEQ by the Students' Council, "both students and workers wish to democratize Quebec society and both see education as a key to this goal."



As students returned to the campus for classes in the fall of 1965, they were greeted by a decidedly more activist and involved *McGill Daily* ("Action planned to fight fee increase" read the paper's first banner headline of the year), and an equally involved Students' Society president named Sharon Sholzberg (McGill's first woman president). The previous year had seen a student strike at the University of Manitoba over fee increases, and constant haranguing by leaders of UGEQ and CUS over the "free fees" issue. The tottering national union, which had lost several Quebec universities in 1964, was beginning to worry about its weakening affiliation with English-speaking Quebec universities. It took on a more activist tone, and CUS president Jean Bazin spoke optimistically of cooperation between his union and the unilingual UGEQ. His optimism was evidently ill-founded.

UGEQ declared that universities applying for membership must first quit the national union ("We can't have any split personalities here," said the UGEQ president), and the McGill Students' Council voted to join the provincial union on October 14, 1965. UGEQ officials accepted the application 15 days later, and a referendum to determine McGill student opinion was scheduled for December. Communications between McGill and CUS bogged down and relations between the two became strained.

The UGEQ-CUS dialogue began on the campus, and finally McGill students decided that the provincial union was not for them by voting 51.2 per cent against joining (vs. 45.7% for, with 174 ballots invalidated). Characteristically, perhaps, only 5,581 students of over 11,000 eligible cast votes, and this apathy was to become more evident in succeeding referenda and elections.

The referendum results were subsequently invalidated over a polling station technicality, and a second referendum was scheduled for January, 1966. The pro-UGEQ tempo increased among some student leaders and the *Daily*, while anti-UGEQ forces pointed to the first vote as a rejection of student syndicalism. "I don't think it is a rejection of French Canada," said Lionel Chetwynd, an anti-UGEQ spokesman, "but a rejection of the terms of our involvement in the new Quebec."

The University of Montreal student newspaper, *Quartier Latin*, took a more emotional view, charging that McGill's rejection of UGEQ resulted from the "confusion thrown into their (McGill students) minds by several racists who have no interest in finding themselves a minority in a UGEQ composed mainly of French students."

Whatever the reason, the students voted against UGEQ a second time by 56.3%. The results showed that the anti-UGEQ following had obviously gained, and that the number of voters had dropped slightly (to 5,303). Despite the apathetic turnout, Council president Sholzberg firmly declared: "The question of membership in UGEQ will never be over until we are members of UGEQ."

The issue, however, seemed important to only a small minority of the campus as reflected in the number of votes cast. What, then, did the great mass of 8,000-9,000 non-voting students think? The question is impossible to answer, but it raises another fundamental question: to what extent does the "mass" care enough about student — not to mention world — problems to do something about them? But death, taxes and final exams are dependable, and the latter cropped up to put a damper on student activities for the year.

Following what seemed a short summer, autumn 1966 came quickly to the campus, and with it returned the old issues. The activists returned too, and started in with a series of peace marches directed mainly at the "immoral war" in Viet Nam. The Montreal Transportation Commission came under fire when it raised its fares. Three more Quebec English-speaking universities — Loyola, Bishop's and Marianopolis — dropped out of CUS in favour of UGEQ and McGill, following their lead, voted 50%-40% in favour of joining. McGill student confidence in UGEQ was, at best, shaky — only 4,000 students voted and just 602 votes separated the "pro" and "anti" forces — but the issue had been neatly closed, and McGill students found themselves members of a highly active union, for better or for worse.

Free Speech and the Birth of SDU

Enter the "free speech" problem.

Before the UGEQ question — by 1966 a dying issue — had been settled, however, a new one conveniently cropped up to steal the limelight. On November 11, 1966, the *McGill Daily* published a front-page story charging Prof. Raymond Yong of the Faculty of Engineering with conducting soil analysis experiments "designed to aid the American war effort in Viet Nam." Prof. Yong, the *Daily* said, had signed a security document requiring that he keep certain areas of his research confidential, and that his research "would permit American pilots to know beforehand whether a strip of land is suitable for emergency landing and subsequent takeoff."

Student reaction was again immediate. The more conservative engineering students circulated a petition demanding the resignation of the *Daily's* managing board. Students' Council, also a conservative body, eventually fired editor Sandy Gage, only to reinstate him again three weeks later after a commission from the Canadian University Press (a news-gathering organization for Canadian college newspapers) ruled that Gage and his reporters were blameless of any major breach of journalistic responsibilities.

Although Council-*Daily* wars were anything but new to the campus, the Gage incident brought the issue of free speech out into the open. It also saw the birth — on the day following Gage's firing — of a new activist body on the campus, the Students for a Democratic University (SDU). Claiming a membership of more than 150 people, both students and faculty, the SDU pointed to its efforts at what one member described as a "fascist Student Council", and summarized its activist philosophy in a pamphlet issued on November 23: "A democratic university demands the involvement of all its members. It demands respect for the student who is the person most concerned with his own education. It requires a philosophy which sees the subject as an active participant in his own education."

Although the SDU was only a fledgling organization, its basic philosophy of the student as active participant in his own education had already occupied the minds of two, relatively unknown students: Mark Wilson, an intense, fourth-year engineering student, and John Fekete, an Honours English student and University Scholar in third year.

Wilson's concern with the educational quality of McGill's system had been previously reflected in his coordination of a project known as "Course Design". The project began, as the *Daily* put it, "to show the administration what can be done when techniques based on theories of learning are used in the designing of university courses and to prod them into setting up a permanent, professional course design unit." Fekete had previously been named editor of the ill-fated *Course Guide 1967* (*see The McGill News, January and March, 1967*), and he had also worked on the Course Design project.

Campus dissent/continued

With a certain amount of background in student affairs, the two decided to run for seats on the Council in their respective faculties, and both were elected in the Spring of 1967. Wilson campaigned on a platform which urged more discussion of UGEQ's "advantages and disadvantages in the light of its new leverage with the Quebec government," and a "constructive, published course survey." Fekete's platform held out for a "democratic, responsible (student) government, instead of an authoritarian, righteous one" and urged the fight for, among other things, "open administration decision-making, no secret research, students' rights, academic freedom and general improvement in the whole educational spectrum."

The end of the 1966-67 academic year was to see the roots of student activism firmly planted on the McGill campus, but the flower was yet to bloom throughout the long, Centennial summer.

Government and Power

During the summer, Wilson (by now Council vice-president of External Affairs) and Fekete spent their time doing a great deal of research for a series of reports which they were to present to Council at the beginning of the Fall term. The reports, which dealt with university government, UGEQ, universal accessibility to higher education and student participation in administrative decision-making, were written in a highly activist, radical tone and stated, among other things, that "university governing structures are still completely anti-democratic, paternalistic, hierarchical and unacceptable." The tone was typical. Annoyed that McGill's committee which had been studying the findings of the Duff-Berdahl Report on University Government had "not seen fit" to include students among its members, Wilson and Fekete wrote of a committee meeting they had attended in May: "The meeting began on a note of insult and hostility, dragged on through inanity and finished off with irrelevant triviality.

"The Students' Society representatives," they continued, "were faced with the complete refusal/inability shown by the committee to confront them on intellectual grounds, to discuss the rightness or wrongness of their ideas in the brief. The reactions of the administrators could be termed 'sheer imperceptivity'."

With the return to classes in September, Wilson and Fekete communicated their ideas to the campus through the *Daily* ("Students demand reform in educational structures"). For two weeks, the paper printed excerpts from the lengthy reports, and urged Council to act on their recommendations. "The campus has been told, clearly and directly, what must be done," cried a *Daily* editorial. "If we want a university which stimulates creative and critical thinking we must force the necessary changes — they will not be given to us."

Council, however, was not to be forced. After long debates (which at times lasted until 5 am), Council finally accepted three of the Wilson-Fekete motions, but toned down the strong wording condemning the McGill Administration. The next day, Wilson and Fekete resigned their posts, charging that "Council is an anti-democratic vehicle for the suppression of the genuine interests of the Students' Society." Fekete promised to continue trying to effect reform through "the mass media and individual contact"; Wilson ran again for re-election, asking a mandate for his policies, and was defeated 2-1 in late October by a relatively unknown PhD student named Richard Burkart.

Clear activist dissatisfaction with the election result was reflected in the *Daily:* "Mr. Burkart," it complained, "will try to work out his own 'rational type of approach' and the administration will continue to play its hand-me-down game. People will continue to grow dissatisfied and lazy. It will not be easy to stir debate."

But if students were to continue "dissatisfied and lazy", they only had two weeks in which to do so. Ironically enough, it was the *Daily's* own columns that provided the spark for the blast which was heard across the country, when the now-famous column by John Fekete appeared in the paper's weekend supplement on November 3. Campus activists, particularly the SDU under tension since the rejection of the External Affairs reports three weeks earlier, quickly turned their dissent toward the University Administration, considering its intervention in a "purely student affair" to be unwarranted and ethically untenable.

Whither McGill?

The sleep-ins, sit-ins and break-in which followed the "*Daily* affair" are now history. But will they be repeated? And over what issue next time?

From the students' point of view, the issue may be summed up in the slogan "Student Power". But there are indications that the message embodied in that slogan is not entirely clear to university administrators, and perhaps even to many students. Recently, J. E. Hodgetts, Principal of Victoria University, made this analysis of Student Power: "I think it is important," he said, "to maintain a distinction between two key terms: power and authority. The students' message, as I interpret it, treats the two words as synonymous. Student *power*, for them, means representation on bodies that by law have been empowered to take certain decisions or actions, that is, bodies that have *authority*. But," he suggests, "power . . . can exist in a community without being a formal part of the authority structure and yet may be no less meaningful on this account. Power, then, is the capacity to exert pressure on the legally constituted organs of authority."

Dr. J. A. Corry, former Principal of Queen's University, says that students "can properly seek representation" on committees "where the substance of academic policy is hammered out."

The committees are "where the action is". More often than not their decisions are rubber-stamped by the higher echelons. Representation on these committees should, therefore, be the goal of interested students and the goal is quietly being realized.

While the future of McGill's student-administration relations remains uncertain, it appears that both sides will have to make some concessions if academic peace is to prevail. But McGill activists are not known for their propensity to compromise. Administrators have been more liberal: a tri-partite commission has been set up (see page 10) to study the nature and function of the University and the relationships between the groups composing it.

What progress this commission makes will likely have an important and lasting effect on the direction of McGill's activist movement in the future. □

Campus interviewing: free or restricted?

After twenty years of unrestricted recruiting, McGill still has an "open" campus. Here's why.

by Rowan Coleman
Director, Placement Service

At right, the author discusses employment prospects with interested student.



Readers of the *News* will know about the *Daily* affair of last November, but because of the excitement over that, little has been said about the demands which were made to the University at about the same time concerning campus recruiting by employers. As at other universities, the situation arising from these demands escalated immediately from an administrative problem for the McGill Placement Service to a necessary examination of the propriety of its operations and the appropriateness of its existence in the University.

The immediate issue is the war in Vietnam. Out of the seemingly endless debate over this conflict come certain fundamental questions relating to placement activities — the rights of *bona fide* organizations to recruit on the campus, the rights of students to discuss employment with them, and the rights of individuals or groups to protest the presence of some or all of these employers on political or moral grounds, or to protest that the placement function is simply not a part of higher education. A senior official at McGill has said very succinctly that these are questions "in which the various points of view are not infrequently expressed with considerable depth of feeling and emotion." Indeed, in mode of expression this article owes much to the report made to Senate by the committee which was instructed to investigate.

Hard on the heels of the demonstration over the *Daily* came a written demand from a student organization called "The Association at McGill to End the War in Vietnam" that, because of their presumed involvement with the production of material for military use, certain employers should be denied the campus interviewing facilities of the Placement Service.

Five companies were named in the protest: Canadian Industries Ltd., Cyanamid of Canada, United Aircraft, Hawker Siddeley and Dow Chemical of Canada. The kernel of the submission was that "such cooperation was incompatible with the ideas of a university — an institution traditionally dedicated to the improvement of man." The communication bore fifty-seven signatures, of which fifty-one were those of faculty members, and the remainder were those of students. Since the existing demonstrations and this protest over visiting employers were not unrelated, the University authorities, in the interest of preserving order and providing a "cooling-off" period, decided to ask the five companies to postpone their scheduled visits indefinitely, or hold interviews away from the campus.

In the case of United Aircraft and Cyanamid no action was necessary. They had already been to the University, interviewed many students and departed without incident. CIL arranged to see "three full days' worth" of McGill students at its conveniently-located Montreal headquarters. There were no incidents. Dow and Hawker Siddeley, with headquarters out of town, were faced with the problem of deciding whether to interview in a hotel or other premises where they would still be exposed to pickets, if not obstruction. Eventually, both companies elected for "campus or not at all" and their visits were postponed. In both cases large groups of students had signed up to see them at the Placement Service.

Reactions from employers varied from dignified incredulity to hot denial of any known involvement with Vietnam. All politely raised the question of their rights as legal organizations, as invitees of the University and as long-standing visitors to it for the purpose of recruiting. All of them, quite naturally, referred to the rights of interested students to see them without obstruction or interference. But all appreciated the difficult position in which the University found itself and acceded to its request.

Thus, twenty years of unrestricted and uninterrupted campus recruiting at McGill seemed to have come to a temporary halt. All other visits scheduled for this year have, to

Campus interviewing/continued

date, proceeded smoothly. Considering the widely-known involvement in Vietnam of some of these other visiting employers it is permissible, without being cynical or sardonic, to question the criteria used by protesters to establish whether or not organizations are acceptable to them. The list of those which are unacceptable varies from campus to campus. Never in twenty years has any objection been raised by the University or the Placement Service or students or other groups to any legally constituted or *bona fide* employer who met his obligations to the students, and who sought to use the convenient and widely-recognized device of talking with interested students on the campus. It should also be made clear that, despite the publicity given to the current objections, the number of students making appointments for interviews is probably the largest in our history.

The Relevance of the Service

The Placement Service at McGill was established essentially in its present form in 1947 as a University service to students and graduates seeking information regarding careers and employment opportunities. While administratively under the University it is co-sponsored by the Graduates' Society. The work of the Service includes three principal activities: full-time employment interviews for graduating students; counselling and placement of undergraduates seeking summer employment; operating a registry of part-time jobs.

Additional activities include employment advice for post-graduates, the operation of a library-study room containing information about employment opportunities, and the maintenance of liaison with a variety of external organizations whose activities are related to employment problems. In the latter area, the Service is the University's designated liaison with the Federal and Provincial Civil Services.

With respect to full-time employment interviews, the Service maintains a list of some 3,000 potential employers accumulated over the past twenty years. These are asked each year to indicate their intentions regarding the on-campus meetings with students. Some come regularly, others intermittently and this year a total of almost 400 visits involving 5000 to 6000 interviews are expected. These consist of an exchange of information between employers and students. Contractual discussions are intended to take place only subsequently, depending on the wishes of either party, and are a matter of private concern for the employer and student, and do not involve the Service's facilities.

In the present controversy the whole issue was referred as a matter of policy to the University Placement Committee of Senate. This committee, consisting of faculty and administration representatives, has functioned throughout the life of the Service. Now it has been enlarged by the addition of two members of the Board of Governors and three student nominees. Under the leadership of Dr. Tom Pavlasek, Associate Dean of Engineering and chairman of the Committee for the past five years, it wasted no time in tackling the problem. Obviously a university policy had to be agreed upon and publicly promulgated. Several meetings were held, various submissions reflecting both sides of the question were received and considered, and a wealth of published material reporting on similar instances and investigations was used. A report was compiled and sent to Senate.

A very clear picture of the various attitudes within the university community toward "outside influences" is given in this report under the heading "The Relevance of a Placement Service in a University": "It is seen that it performs beneficial, and to some areas of the university, important functions enabling students to gain career orientation in addition to the arrangement of direct contact with employers' representatives. It is a legitimate, widely recognized and accepted part of the university life and provides an interaction with the 'outside world'.

"It is argued that since the core functions of a university are teaching and research and since a Placement Service is not involved directly in either of these, that therefore its existence is not essential to the University. It can further be argued that since the Service brings to the campus a wide selection of representatives of enterprises from the 'outside world' that this constitutes a direct threat to the internal freedom and purity of the institution. It is feared that the interchange of ideas with powerful outside enterprises might result in various forms of influence which would be damaging to some ideals of a university. In the extreme it is suggested that the University might become a mere agency of these 'outside' enterprises.

"Conversely, it can be argued that the feared evil influence cannot be warded off by an attempt at seclusion and withdrawal from the 'outside world'. In fact it is suggested that only by full contact with, and knowledge of, the 'outside world' can the University protect itself from those forces which might be inimical to its well-being. Furthermore, it is apparent that different parts of the University have varying relationships to the 'outside world'. Some parts of the University are so completely 'domesticated' in it that any contact with the 'outside world' is regarded as a secondary matter of 'external relations.' For other parts of the University the interaction with the 'outside world' constitutes an integral and systematic part of their normal life without which their existence would cease to be meaningful and in this context the Placement Service forms a part of the interaction process."

No Discrimination

The committee was unanimously in agreement with the existing practice of the Placement Service — that there should be no discrimination or limitation placed on interviews between students and *bona fide* employers interested in using its facilities. It also recognized the problems of implementation of any such policy in the face of a threat of disturbances, but these are not unique to the situation. It is a question of "acceptable opposition" or "unacceptable disorder."

On January 18, the Students' Executive Council quite independently, and by a two to one majority, voted in favour of freedom from discrimination for visiting employers. On January 24, Senate received and considered the report of the University Placement Committee and reaffirmed the existing practice of the Service. And so, after a momentary lapse, McGill offers an "open" campus. Underlying all this is the substantive problem and responsibility of the Placement Service — of all university placement offices — to assist the vastly burgeoning student population to find employment. In terms of need the prime consideration is summer work, although the present investigation pertained more to the graduating class. Whichever student group is involved — graduating or undergraduate — it is obviously essential that all parties have access to each other in an atmosphere free from discrimination.□

CEGEPs:

Post-secondary education for tomorrow's world

Quebec's new Regional Colleges — a survey of the background and future effects on post-secondary education.

by David C. Munroe

Of all the problems in modern education, probably none is more complex than the provision of post-secondary institutions for those with the ability and ambition to continue their studies beyond high school. It is generally agreed that education should be compulsory for everyone between the ages of 6 and 16 or 17, thereafter it becomes voluntary; to design a satisfactory threshold which will prepare each citizen for the career in which he will spend his adult life is not an easy task. Yet it is necessary, and indeed vital, that we do so both for the happiness and prosperity of the individual himself and also in order to maintain a dynamic, ordered and progressive society. In a recent document, the Economic Council of Canada has stated: "In today's rapidly changing world, with its great advances in technology and increasingly specialized demands, growing numbers of young people consider higher education both necessary and rewarding. Even though the claims on available economic resources and on trained teaching staff represent a growing burden for the country, it has been recognized that education possesses intrinsic value as a factor enhancing the quality and enjoyment of life of individuals, as well as the quality and energy of a whole society." In the context of the educational reforms now in progress in Quebec, we may examine the problem, the solution, the decision and the effects.

The Problem

Our generation has discovered new dimensions in education. In the simplest terms, we have suddenly become aware that there is *more* to learn, more *need* to learn, more *capacity* to learn and more *time* to learn than was thought possible even a generation ago. Moreover, until the beginning of this century, no country could afford to educate more than a small elite, whereas now no nation can survive unless most of its citizens are educated to the limit of their capacity.

In the past, there have been serious limitations to educational opportunity. Poverty, social prejudice, public indifference and even the structures of the schools and colleges themselves have produced serious wastage, particularly at the secondary and post-secondary levels. It used to be argued that this was not serious because a low standard of education in rural or slum areas, or among certain immigrant, racial or religious groups produced a pool of unskilled manpower which was an economic asset. This is no longer true. Manpower must be properly developed and utilized in a technological society. In future, we cannot neglect the development of our human resources and we will need not only more high school graduates in the labour force, but also a much larger number of persons who have gone beyond the secondary level into higher studies.

Once the requirements of the compulsory levels have been completed who, then, will be encouraged to continue? Selection is not as easy as it was assumed to be a few years ago when there was greater confidence in academic and intelligence testing and in the concept of a fixed "pool of ability." These have been repeatedly challenged in recent years and the forceful presentation of Professor P. E. Vernon of the University of London before the Robbins Committee in Great Britain is typical. It is also clear and emphatic. He contests "the view — widely held among educationists — that there exists in the population a fixed distribution or 'pool' of intelligence, which limits either the number of individuals capable of higher education, or the educational standards that can be achieved by groups of pupils or students of a given IQ level." He also accepts the estimate of one of his colleagues that, in England, about 1½ times the present number of boys and 2½ times the number of girls should be capable of reaching the standards at present regarded as necessary for university entrance.

Summarizing the factors which determine whether or not persons may successfully continue their studies beyond secondary school, Professor Vernon lists the following: "The educational and vocational aspirations of the family — its expectation that the children will undertake an arduous educational career and eventually enter high-level jobs, and the material and moral support it provides towards these ends; the child's own drives, interests and ideals; the traditions and current attitudes in the schools the child attends, and in society generally, and the prestige of occupations requiring university (or other higher institutional) training; the effectiveness of teachers and teaching methods in developing favourable attitudes among pupils towards, and attainments in, the academic subjects and education generally." Consequently, he believes that it is far more profitable to think in terms of progressive guidance towards a suitable career than to attempt to pick good students at particular stages in their academic careers.

In Quebec the problem of numbers is particularly serious. The proportion of our population between the ages of 5 and 24 — the period covered by formal education, compulsory and voluntary — is abnormally high. It was 64% in 1963 and by 1981 it will rise to 78%. Moreover our secondary school enrolments have risen from 163,709 in 1956-57 to 415,812 in the last academic year. For a number of years, our post-secondary enrolment has been higher than that in other provinces, including Ontario, where the total population is more than a million larger than Quebec. Nevertheless, at the present time, with about 80,000 students in the final years of secondary school of whom, perhaps, two thirds have the ability to continue their studies, there are only about half the places necessary to accommodate them. The Ministry of Education has estimated that five years from now provision must be made for 125,000 students a year.

The problem then is to make possible an orderly transition from secondary school to either further studies in the universities or to the various skilled occupations and newer professions, to devise proper methods of selection and to assure sufficient accommodation for all those who qualify.

The Solution

The decision of the Royal Commission on Education (the Parent Report) to recommend a tertiary level of two years was based on the conviction that immediate action was necessary even while major reforms were in progress in the secondary schools and universities; that there was danger in premature selection for "academic" and "non-academic" streams; and that good teaching and guidance could supply a valuable stimulus to students between the ages of 17 and 20.

Other possibilities had, of course, been explored. The secondary school course might have been extended or the new wave of candidates might have been crowded into the existing universities. Neither of these choices seemed wise because internal changes were already in progress in each of these sectors. Moreover existing institutions could not be expanded because they did not fill the specifications which the new educational climate required. The classical colleges, the normal schools, the institutes of technology, the schools of nursing, the *instituts familiaux*, the commercial colleges,

CEGEPs/continued

were each specialized in their own particular way. The structure of the French and English-language universities differed widely, especially in the undergraduate years. Another solution, the junior colleges which were found in some of the other provinces and in the United States, seemed likely to perpetuate rather than correct the existing chaos, for experience has shown that many of these institutions soon turn from their preparatory or auxiliary function to extend their academic limits into graduate and professional areas.

The "institute" as proposed by the Commission, was to be a public institution, offering two years of post-secondary instruction, preparatory either for university (beginning at the level of the 14th year), or for various technical and semi-professional occupations. The academic structure should include 20 or more departments, some academic, some technical, and somewhat broader than the existing departments in universities. The students' programme would include three types of courses: a few basic compulsory courses — the mother tongue and second language, philosophy and physical education, a concentration of courses chosen for special interest, allowing the candidate to prepare for higher study or a vocation; and courses that would be complementary to the others, intended to maintain a reasonable breadth. The general characteristics of the curriculum were emphasised so as to give flexibility for the student and a broad, general education in preparation for specialized studies or employment. To provide a diversity of courses and adequate instructional and guidance services it would be necessary to have a concentration of at least 1,500 students. Consequently the ultimate enrolment in each institute might well be between 4,000 and 5,000 full and part-time students.

The Parent Report expressed the aims of this plan: "To assure the greatest possible number of students who have the necessary aptitudes the opportunity to follow studies of longer duration and better quality; to cultivate an interest and a desire for education on the part of the students in order to lessen the number of failures and premature withdrawals; to further a wiser choice of studies, better fitted to students' tastes and aptitudes; to raise the level of pre-university studies and vocational instruction; to establish a uniform system for the transition between secondary and higher education and to give students a better preparation for embarking on the latter. Hence it may be said that a preoccupation with an educational system at once richer and broader, more flexible and direct, more generous and democratic has led us to propose this composite stage between the secondary course and higher education."

The Decision

The response of the government and the public to this proposal was related to other aspects of the reform. It was generally agreed that the period of compulsory education must be extended. The limit was raised to 15 years in 1962 but, as the Commission pointed out, legislative limits have now become much less important since the operation of social and economic pressures of supply and demand in the labour market are now the determining factor in raising entry to the labour force to eighteen. Naturally it took time for the public to fully appreciate the emerging needs and for the government to translate the recommendations into reality.

The first step was taken in 1965 when the Ministry adopted Regulation 1 which provided for a six-year elementary and five-year secondary school as recommended by the Royal Commission. This was followed later by Regulation 3, which was drafted before the election of June 1966 and fixed the pattern of the institutes between the eleventh and fourteenth years. Later in the year this was adopted by the new government, in substantially the same form, as Regulation 4. Meanwhile, however, there was uncertainty among the existing institutions and a growing crisis among the young people whose future was at stake: it was estimated that there were less than half the number of places necessary for the qualified candidates. Studies were conducted by officials of the Ministry, by the Federation of Classical Colleges, by the Union of Students (UGEQ), by university groups and by labour organizations, and from these there emerged a general endorsement of the plan, albeit with the name changed from "institute" to "college of general and professional education" (CEGEP). On several occasions the Superior Council of Education advised the Minister of the urgent need for action and this opinion was supported strongly by various public bodies. The Superior Council's recommendations were: "That educational reform should, at every step, constantly keep in mind the following three objectives which were stated repeatedly by the Royal Commission of Inquiry on Education; viz.

— to make available to all, without distinction of creed, racial origin, culture, social environment, age, sex, physical health, or mental capacity, an education of good quality satisfying a wide variety of needs;

— to allow everyone to continue his studies, in the field which best suits his abilities, his tastes and his interests, up to the most advanced level he has the capacity to reach, and thus have available to him everything which can contribute to his complete fulfilment;

— to prepare all young people for life in society, which means earning their living by useful work, intelligently assuming their social responsibilities in a spirit of equality and freedom, as well as to offer adults every opportunity for self-improvement.

Keeping in mind the requirements of the goals stated above, the Superior Council is also of the opinion:

— that the establishment of a level of instruction after the secondary level but before the university level and corresponding to a twelfth and thirteenth year of studies as defined by the Royal Commission . . . is essential;

— that, . . . this level of instruction should be organized by every institution . . . in a way that will allow students to acquire such training both general and specialized (technical or vocational) as will prepare those receiving it for the labour market or, in the case of students desiring to continue their studies, for more advanced work leading to the career they have chosen;

— that the two areas thus defined should each provide sufficient range or options to guarantee a polyvalent or comprehensive education respecting the two great goals previously stated;

— that each of these two major options should be sufficiently flexible to allow a student to move from one to the other without undue retardation or unnecessary obstacles;

— that in every institution of this level, polyvalence or the principle of comprehensive education should be respected and that such education should, as a general rule, and everywhere, make the same demands regarding institutional organization, programmes and teaching personnel, without distinction as to institutions in metropolitan, urban, or rural areas;

— that institutions . . . should, through their continuing education or adult education de-

partment provide instruction of a comparable quality to that enjoyed by their full-time students for everybody wishing to follow courses at this level on a part-time basis;

— that every institution responsible for instruction at this level should restrict its instruction exclusively to this level;

— that every institution . . . should be set up as a public corporation without affiliation to any other educational institution; that it should, for administrative matters, be immediately under a board of governors, and for academic matters, immediately under an academic council, all subject to the jurisdiction of the Department of Education;

— that in view of the contemporary humanistic value not only of traditional classical studies but also, and particularly, of present-day subjects, even those of a technical nature, instruction at this level should be both cultural and specialized; it should lead to immediate employment in some occupation, or to higher studies which, in turn, will lead to a career in the professions or in research;

— that the cost of financing institutions . . . should be paid for out of public funds and that at this level, as at the elementary and secondary levels, tuition should be free."

As a result, the present government enacted legislation in June 1967 (Bill 21) to proceed with the establishment of the first colleges.

Twelve were opened in September. All are French-language colleges and they are public corporations within which existing institutions have been brought together under a single administration. For the present, they continue to occupy their former premises but the students, staff and buildings are under unified control. Tuition is free and, by agreement with the universities, the students who qualify may be admitted.

This, of course, is only a first step in the transition. The complete integration of the various sections will take time and several of the new colleges have neither the enrolment nor the resources to offer the full curriculum. It is essential that each college should eventually be brought together on a single campus and the present library and laboratory facilities are, in some instances, quite inadequate. Obviously, also, there is need for about three times as many colleges to serve the whole student population and several of these must be English-language institutions. Much remains to be done but the process of establishing the colleges has begun.

The Effects

The effects of this decision will be widespread. Post-secondary education will be offered to a greater number of high school graduates than ever before and, eventually at any rate, it will be available either in full or part-time courses which will be given throughout the calendar year. Students may also attend continuously without the usual vacation periods and, as tuition will be free, there will be less need for part-time employment. Moreover there will be co-ordination with the universities, so that the student may enter at the end of the 13th year without having to repeat or qualify through praepedeutic courses as at present.

Traditionally, the English-speaking universities of Quebec have accepted their students at a younger age than elsewhere, either in Europe or North America. A comparatively high proportion of the age group have entered university but the wastage through failure and withdrawal in the early years has also been abnormally high. Few have chosen to attend technical institutions and the candidates for teaching have been much below the demand. The new pattern should make some improvement by providing more mature students for the university, thereby, reducing the number of failures, and by attracting larger numbers to various occupations that have not been attractive in the past. Furthermore it will offer opportunities for further study to many who were denied them in the past.

It will now be necessary for the English-language universities to adjust to the new structure. This will mean action in four different areas. In the undergraduate faculties, it will necessitate a rearrangement or regrouping of courses, taking into account the higher level of entrance qualifications. It will also make possible new types of interdisciplinary specialization in joint honours programmes or in options such as are offered in engineering or agriculture. Some of these developments have begun at McGill, but they have been carried even further in other Canadian, American and European universities.

A second area of revision is in the new professional areas such as education, commerce, nursing, social work and library science. In these, a distinction may be drawn between the preparation of the practitioner and the specialist or the administrator.

A third area includes the traditional professional faculties — law, medicine and perhaps dentistry. For these there will be the choice between adapting to direct entry from the colleges and the revision of their programme to include basic human and natural science or to superimpose a condensed programme after the completion of the first degree. Naturally these changes will have to be planned in collaboration with the professional corporations and associations that serve as accrediting agencies.

The fourth area in which reform will be necessary is graduate studies. Rapid and continuous change in various fields of knowledge have created new demands for research experimentation and instruction. With much of the responsibility for general education transferred to the colleges, the universities may concentrate more intensely on advanced and specialized education. In short, the reforms should assure a clearer division of responsibility and thereby raise the standards of performance and achievement.

The new structure, then, should provide a better integration between academic and technical courses and it should assure articulation between the different levels of the system. It should reduce wastage, by providing better teaching and guidance at a period in the student's life when these count most. It should release the universities from some of the tasks which it has become increasingly difficult for them to do effectively and encourage them to undertake new responsibilities that await them.

A final outcome is in adult or continuing education. At present this is not well defined, and it covers everything from courses offered to those who have not completed elementary or high school to those wishing to spend their leisure by learning to sketch, to sing or by learning a new language. Adult programmes are now being offered by the regional school authorities, as well as by some of the universities. However, as the level of education rises and completion of secondary school becomes more general, the provision of instruction for adults will be more and more a responsibility of post-secondary institutions and particularly the colleges. There is a heavy backlog, providing post-secondary courses of all types for a generation to whom these opportunities were denied and from which we may still reclaim many able persons who can pursue their studies farther in the regular channels. This will be one of the essential features of the colleges and it must lead eventually to the sort of individual and social enrichment that is the very core of all human progress.□

Life among a "lost people"

As the 20th century catches up to Canada's North, native traditions and culture are being destroyed. Case in point: Inuvik, NWT.

by Sandra Lee and Jim MacMahon

The myth of Canada's North — a god-forsaken wasteland buried beneath the eternal snows, dark and brooding in the unending arctic night; a vast expanse of desolation, whipped by murdering blizzards and unbelievable cold; a land where the sun never shines, uninhabitable except by polar bears, seals and fur coated little men called "Eskimos" who live in igloos and spend their time hunting and fishing or sewing up Ookpiks. This is the popular concept of the alien land to the north held by many southern Canadians who remain sublimely oblivious to anything further north than the nearest ski resort. But this image is a fallacy, as five McGill students from the Faculty of Medicine had the opportunity to find out this past summer.

We were part of a group of 64 medical students who came from every medical school from coast to coast to participate in a 3-week summer school in Frontier Medicine. The school is held annually by the Canadian Association of Medical Students and Interns and alternates between the Arctic and the tropics.

On August 12, we assembled as a group in Edmonton and flew 1400 miles north across the Arctic Circle to Inuvik, a large town on the east channel of the MacKenzie river. During the first ten days we underwent an intensive orientation program. Lectures were given by government officials from the Department of Northern Affairs and Northern Region Health Services, and by physicians either in private practice in the North or specialists who had volunteered for temporary Arctic service. We heard from social workers, welfare agents, law enforcement officers, local people such as the editor of the newspaper, and from the native president of the Eskimo housing co-operative. Topics were immensely varied, ranging from the anthropological characteristics of the Eskimo race and socio-economic conditions of the Native Canadian, to medical emergencies in the North and the implementation of health services. We were even taught how to build an Igloo! Discussion groups, films, hospital rounds and social events attended by the medical students and the residents of Inuvik, rounded out the programme. Gradually, however, the students began to branch out into the community to talk personally with the Indians and Eskimos about their problems. Many students flew to surrounding small settlements in the MacKenzie delta to observe first-hand the conditions in which the Native Canadian lives.

For the remaining week of the school, we were sent in groups of six to nursing stations across the Arctic, including Old Crow in the Yukon, Tuktoyaktuk, Cambridge Bay, Spence Bay and Coppermine on the shores of the Arctic ocean, and posts further to the south such as Aklavik, Fort Good Hope, Fort Rae and Fort MacPherson. Working in co-operation with the nurses at the stations, we provided the routine care to the local people and assisted in medical emergencies. As well, we carried out certain short term research projects.

At the end of the school, no one could claim to be an expert on the North, but we all returned greatly disturbed by what we had seen in the "dirty backyard" we have in our North.

Playboy and Tent-Town

Inuvik is the model town of the North, the government showplace for official visitors. After flying all night over hundreds of miles of uninhabited wilderness, we were astounded to suddenly come upon this thriving metropolis afloat, it seemed, in a maze of channels, ponds, muskeg swamps and lakes that make up the fifteen hundred miles of MacKenzie Delta.

Inuvik was created in the fifties when the government, in an example of blind idealism that is the hallmark of its northern policy, decided to improve the lot of the residents of Aklavik, a town 70 miles to the southwest. At that time, the Aklavik townsite was slowly sinking beneath the waters of the MacKenzie river and, with good intentions, the government told the people that it would build a new town for them on stable ground where there was gravel on which to build homes. Subsequently, the government built Inuvik, a multi-million dollar complex where various government departments for the MacKenzie District such as education, health and welfare, justice and communications, could be aggregated.

At first glance, we were impressed by what we saw. The thirty-classroom Sir Alexander MacKenzie School has every modern facility including areas for the teaching of home economics and commercial subjects, a library, and science laboratories. On either side of the school are the hostels, one Roman Catholic and one Anglican, which can accommodate 500 students from outlying villages. Scattered among the school, the hostels, and the navy base, is an astounding number of six gymnasia to serve a population of 3,000. A new sixteen-classroom high school is presently under construction. "Downtown" there is a theatre, a hotel, a bakery, a radio station, a dry cleaner and laundromat, a supermarket, the Navy and RCMP bases and the government administration building. Beside the town's centennial project, the municipal library, is Semmler's trading post, a relic from another era where today's young Indians and Eskimos congregate to drink gallons of pop and to talk over the fads they have read about in popular magazines, including *Playboy*.

East Inuvik is typical suburbia. There are two-storey homes, apartments and bungalows painted in every colour from salmon pink to turquoise, and which in winter contrast brilliantly against the snow. These homes are connected to each other by an insulated corrugated metal tube, the Utilidor (or "tin lizard" as it is known to the natives), which provides fresh water for drinking and steam for heating, and carries away sewage. In this area is the ultra modern 150 bed hospital.

The only discordant note in East Inuvik is the fact that this great housing development is open to *whites only!* The people who live here are the officials, the teachers, the doctors and nurses, the navy and RCMP personnel, and the clergy. The town planners omitted to provide any housing for Indians and Eskimos forced from Aklavik to the new town — *their* town, as is implicit in the name "Inuvik", which translated from the Eskimo means "The Place of the People." Inuvik is an artificial town manufactured to be a government administration centre.

West Inuvik is the Eskimo and Indian's domain, separated from the government housing by the commercial district and the Utilidor, or "Berlin Wall" as some refer to it. From what we could observe there was very little social intercourse between the two areas. West Inuvik, also called "tent-town," is a slum of 10 by 12 one-room shacks and the occasional tent. The people get their drinking water from huge barrels in huts at the street corners. They burn their garbage in discarded oil drums in front of their houses. They do not have access to the Utilidor; their sewage goes into green plastic bags placed in plywood boxes in front of the home, the contents spilling onto the ground where the children play. The native, promised a new life in Inuvik, left everything behind in Aklavik and found himself without a decent home, with no job and worst of all, 70 miles from the best hunting and fishing area on which his day-to-day existence depends.

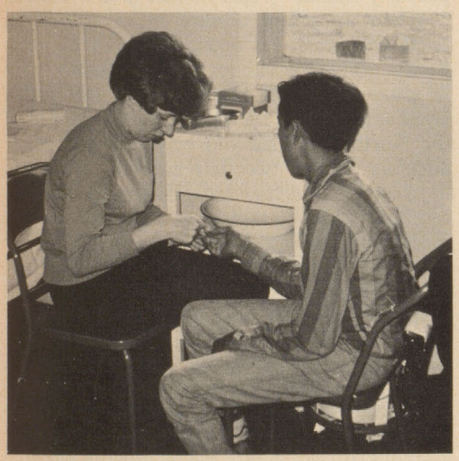




Left: Outside her tar-paper and tin hut, a woman scrapes cariboo hides with a curved metal knife. Far left, an aged musician beats out a tattoo on his native drum, as 82-year old woman, below, energetically follows the complex rhythm.

Bottom left, author Sandra Lee attends to a young Eskimo at Cambridge Bay on the Arctic Ocean. At right, youngsters at Reindeer Station take a dip in an icy lake on the first day of the short Arctic summer.







Segregation or Stratification?

Segregation is, perhaps, the worst problem. Inuvik is more segregated than many places in the southern United States. But you never hear about it in Inuvik because the whites are the only ones with access to the news media and they seem painfully unaware. When one of us pointed out to a government official that no native was present at a banquet we were attending, he denied the presence of segregation but said that there is instead, social stratification. "This stratification occurs everywhere," he said, "even in Montreal and Toronto, and in the North, it just happens that the natives are always on the poor side." At first we took this to be an isolated example of extreme callousness, but were dismayed to discover that the official's opinion is representative of a large segment of the transient white population who are "sticking it out in this god-forsaken land" for two years because of the high pay.

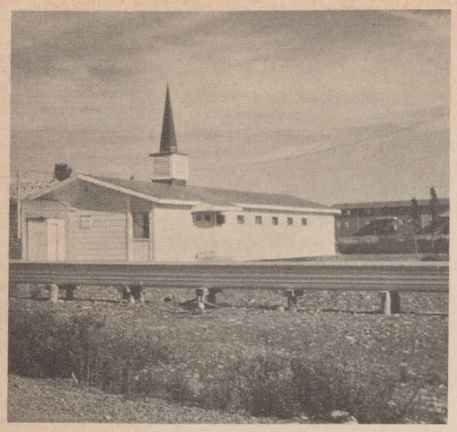
What is even more distressing is that the government is about to repeat the tragedy of Inuvik at Fort Rae, an Indian community near Yellowknife. Because of an impure water supply, the government is going to relocate this fishing community to a new site 15 miles away where there is pure water but no fish. Furthermore, the village is planned to have a central government area with Utilidor, which will be surrounded by fifty feet of trees. Outside the circle of trees, the natives will live in whatever shelter they can contrive, with no modern conveniences. This forced segregation can only augment the hostility which the native feels, legitimately, towards the white man.

The Arctic, we found, is full of surprises. In describing it as an icy wasteland, people forget that there is also a two-month summer when the temperatures occasionally reach 75 degrees. The Roman Catholic priests take advantage of this warm weather, and we ate fresh vegetables grown in the garden behind their igloo-shaped church. As well, Inuvik can boast of having the country's most northerly experimental farm.

Another surprise was to discover that Eskimos are not Eskimos at all! The word is considered a derogatory term meaning, "eater of raw meat," applied to them by their traditional enemies, the Athapascan Indians. Their true name is "Inuit," their word for men. Southerners are continuously treating the native as a tourist item to be photographed ("We want pictures of real Eskimos. Would you two stand together? Fine. *Click*. Here's fifty cents"). Questions about igloos (which are virtually non-existent today), wife swapping and the obsolete practice of putting old people out on ice floes to die, expose white man's ignorance and serve only to anger and hurt the pride of a noble race. As we saw, the Eskimo by nature is anxious to please, and white man has taken advantage of his benign character thinking that there is no grey matter behind the broad smile. What is actually behind that smile we found to be a proud, intelligent and hard working individual, inextricably trapped in a maelstrom of change.

Health and Welfare Problems

What about health and welfare? It is an enormous problem to provide adequate medical facilities for 45,000 people dispersed over an area of 1.5 million square miles, and in this field the government has made great strides forward since Confederation. Before 1867, the only medical personnel in the North were ships' surgeons. These were joined in 1865 by the Grey Nuns and later by Anglican and Roman Catholic missionary fathers trained to give certain emergency care. The first government doctor arrived in 1929. At present, the government has three large hospitals in the North—at Inuvik, Whitehorse and Frobisher Bay. Patients with serious illnesses are transported to southern hospitals at government expense. The government supports 13 physicians, 150 nurses, 53 nursing assistants and 28 native lay dispensers. In addition, there are 12 physicians





Left: Multi-coloured houses and white Anglican church characterize the modern suburban atmosphere of East Inuvik. Corrugated tube is the "Utilidor", which supplies drinking water and steam and carries away sewage.

Below: Old Crow, an Indian village in the Yukon, about 150 miles from Inuvik.

(Photos: Sandra Lee and Jim MacMahon)



Lost People/continued

in private practise in the Yukon and Northwest Territories.

In the North the death rate among half breed Indian and Eskimo children less than one year of age approximates that of the so-called underdeveloped nations. The life expectancy of the Indian is 10 years less than that of the white Canadian, and the Eskimo can expect to live twenty years less. The incidence of tuberculosis which had fallen dramatically since World War II, has taken a worrying upswing in the last two years. At one point, Inuvik could boast of having one of the highest gonorrhoea rates in the world among the population, and today venereal disease, both gonorrhoea and syphilis, is of epidemic proportions. At Cambridge Bay and Old Crow, where the authors were located, virtually every child examined had impetigo, a severe cough and a serious ear infection frequently with perforation of the eardrum. If this standard of health is not acceptable in the south why should we rationally expect the native Canadian to endure such conditions?

In health services, the spectre of discrimination again raises its ugly head. At Inuvik, the hospital is in the center of the "white" area, and it is only through the efforts of public health nurses and doctors who visit West Inuvik that the natives receive adequate medical care. In fact, some senior officials of the Department of Health and Welfare, when asked about this situation, scorned the establishment of a more central location for the clinics, saying that the hospital is there because the government employees are there and that it should serve them first.

But perhaps the most visible tragedy in the North is the "alcohol problem," a subject much more complex than simply excessive drinking. Is alcohol too readily available? Is there too much leisure time? Are natives basically drunken types? Has cultural transition left their lives empty, with alcohol the last resort? One Eskimo who claimed to be a heavy drinker for the last nine years described how previously he had never been exposed to alcohol and did not know how to handle it. So he drank, lost his job, was offered welfare, and continued to drink. His wife followed suit. In the North this couple is not unique.

In Old Crow, in the Yukon, there is no liquor store, but for a couple of years the people have been able to fly in liquor from Dawson, three-hundred miles to the south. The houses are small enough that one loud drunk will disturb the entire family, and the children are beginning to equate excess alcohol with adulthood.

In Inuvik, the tavern, the hotel, the bakery, the theatre and a café all belong to one man who also has a guaranteed monopoly on taverns as the government will grant only one liquor licence to a town this size (besides the government liquor store). The sanitation of the bakery and the entertainment in the movie theatre are notably substandard. When we were there, the theatre was filled with children and teenagers at a midnight showing of "The Tong of the Red Dragon" at $1.50 per person. This was their exposure to the modern world!

Despite a genuine attempt to bring education to the people of the North, the government programme is easy to criticise. To understand the absurdities of the educational system, place yourself in the position of a nine-year-old Eskimo child from a small coastal settlement. You travel maybe one thousand miles to a foreign area where you are placed in a huge building with hot showers and toilets and told to wear a new type of clothing. You are spoken to only in English, and you are taught about cows, pigs, and southern flowers (which you will probably never see). There is no mention of your own history, your own language, your own customs, trapping or hunting. And after a few years, if you go home, you will not fit in as you no longer speak the same language, and you know nothing about your family's way of life. If you return to Inuvik, you return to unemployment and welfare as you are not properly trained — and welfare is so available.

When an entire culture is in transition, great care must be taken to avoid its total destruction. One cannot tinker casually with so great a problem, but whites, in and out of government, have for years told the people of the North that their old ways are no longer adequate in the twentieth century. What has happened is that they have destroyed one culture and failed to replace it with *any* culture, modern or old. These people are lost, for their old ways of living, their old traditions, their old family relationships have been shaken and destroyed, through exploitation, through missionary work, and now through government programmes of education and welfare. The "modern world" to which the natives of Inuvik are exposed is not what one would like to think of today's world — bigotry, drunkeness, venereal disease, crime and exploitation.

What does one do with a lost people? The Canadian Government has given up on one generation and offers virtually no adult education or guarantees against discrimination, but offers money and food as handouts making the people involuntary beggars. Though they have lost one generation, the government is striving to salvage the next.

We had come to the Arctic to learn, and the learning experience brought us face to face with the glaring inconsistencies between what the Arctic actually is and what is popularly thought and written about it. One cannot sit back and hope the problems will all pass away. The longer we wait the more generations we lose, and when you have lost two generations your problems are only beginning. □

Society activities

In early December, on the warm invitation of Monsieur Jean-Claude Delorme, president of Les Diplômés de l'Université de Montréal, four members of the Society (Laurent Belanger, QC, BCL '34, John F. Close, BCom '33, Richard C. Webster, BCom '32, and R. Stewart Willis, QC, BA '41, BCL '47) participated as observers in the fourth Annual Symposium of the U of M graduates.

Under the general title of *Planification et Coordination des Investissements Universitaires*, broad and useful discussion took place concerning the problems of financing higher education in Quebec. The Minister of Education, the Honorable Jean-Guy Cardinal, until recently Dean of the Faculty of Law of the University of Montreal, took the opportunity of announcing the Provincial Government's intention of setting up a new French-speaking university in Montreal which would receive its first students in September 1969 at the latest. He also announced the establishment of a planning body for higher education with the following functions: study the needs of higher education and of university research; make short and long term forecasts of development needs; make recommendations to the Minister of Education on a five-year plan for university development; recommend standard accounting methods and a common system for operating and capital budgets of universities; recommend the total annual governmental expenditure and its apportionment between universities; recommend appropriate measures to ensure coordination between universities; make recommendations to the Minister on all questions pertinent to its functions; and publish all reports and documents which the Minister considers useful.

Branch Activities

The McGill Society of New York's pre-Christmas reception and cocktail party in the Canadian Club on December 7th, featured the belated presentation of the Society's Honorary Life Membership plaque to Dr. Lewis W. Douglas, Principal of McGill from 1937-1940. The award had been made in 1953, but Dr. Douglas had been unable to attend that year's annual meeting and never received the plaque. Society president, William R. Eakin and John Fry, president of the McGill Society of New York, made the presentation.

It would appear that since October Dean Mordell has spent more time addressing meetings of the Society than he has at his desk at the Faculty of Engineering. In early November, he spoke to about fifty graduates of the District of Bedford Branch in Granby about HARP and its future prospects. Before the month was out, he addressed meetings at San Diego, Houston, and Washington, D.C. The most heartening aspect of this trip was the large turnout of graduates to meetings of the two new Branches in San Diego and Texas (approximately 50% in both cases). The Dean wound up his tour in Port Arthur, where he addressed a small gathering of Lakehead graduates.

Professional and intercollegiate football played a major part in Branch activities last fall. Pre-game luncheons were organized in London and Toronto, and the Upper St. Lawrence Valley Branch held a post-game reception at Queen's University. The Ottawa Valley Branch held luncheons on Thanksgiving and Grey Cup days at Landsdowne Park. In Calgary, Judge William Sellar generously made his home available for a football rally in mid-November. "It was one of our best gatherings," reported Branch President Jim Athinson, "with representation from the classes of '00 to '67."

In late October, University Archivist Alan Ridge visited the Maritimes, recounting anecdotes from McGill's past to the New Brunswick, Halifax and Newfoundland Branches. On the other side of the continent, Prof. Miles Wisenthal of the Faculty of Education addressed two gatherings at Vancouver and Victoria. The Chairman of the Department of Mining Engineering, Prof. Frank T. M. White, spoke to graduates in Kirkland Lake at the home of John Gamble, BCom '29, and went on to South Porcupine for a meeting organized by Charles P. Girdwood, BEng '33.

Annual Meetings were held in Edmonton, Windsor-Detroit, and Hamilton. Dr. Trevor Lloyd of the Geography Department addressed the Northern Alberta Branch on development in Canada's north and McGill's role in this development. Donald Kingsbury, presently on leave from the Mathematics Department to work on a project on Course Design, discussed his work in Windsor. Kingsbury noted that the students' role under the present educational system of lectures is passive, and the learning process is stifled. The system he envisages would allow the student to use his classroom time in active discussion, and effective explorations of the problems he is trying to solve. In Hamilton, Prof. Peter Ohlin of the English





Top: Mrs. Everett (Bridget) Crutchlow, who has succeeded Mrs. Virginia Hopkirk (now Martyn) as the Society's Reunion Secretary.

Above: In New York, former Principal Lewis W. Douglas, left, received his plaque for Honorary Life Membership from Society President William R. Eakin, right. Looking on is John Fry, President of the McGill Society of New York.



Sydney, New South Wales: David Legate, centre, brings Dr. and Mrs. David Seymour, Alexander Archdale and A. T. Harrington, up to date on McGill and Montreal.

Department discussed "The Film," suggesting that literate man would soon require a basic understanding of the visual media, as well as the written, in order to cope effectively with his environment.

In January, the McGill Society of Toronto started the New Year with its Annual Beer and Oyster Stag at Molson's Brewery. Robert Swan was appropriately presented with a pewter tankard in appreciation for the help he has given annually in organizing these stags, and the assembled quaffers were entertained with a film on NHL hockey. As this issue goes to press, the Annual Meeting of the McGill Society of the St. Maurice Valley will have taken place, addressed by Vice-Principal Michael K. Oliver, who is also Director of Research for the Royal Commission on Bilingualism and Biculturalism.

The Global Cocktail Circuit

David Legate, BA '27, Editor of the *Montreal Star* weekend Entertainments Section (and a former Editor of the *News*), recently returned from a 31,000-mile globe-girdling jaunt with his wife, which took them over three oceans, six seas and through eleven different countries. Below, the ex-patriate Australian gives his impressions of life around what he calls the "global Martlet cocktail circuit":

"Ordinary people on tour abroad may look up the branch manager of their Canadian Bank at home, or pay a visit to the nearest Canadian Embassy or High Commissioner's office. McGill grads hunt out McGill grads. The local grads may not cash your cheques or arrange diplomatic immunity, but they make you conscious of a fraternal tie that binds.

In more than one respect our long-planned journey was a dip into nostalgia for me, for it was exactly a half century since I had left my native Australia to come to Canada and I had never re-visited the homeland. Expo or no Expo, Canada's centenary or no centenary, nothing should be permitted to interfere with what I had fondly dubbed 'Operation Homing Pigeon.'

With only nine weeks at our disposal, the trip obviously had to be negotiated by air, and we cast our lot with QANTAS, Australia's justly noted international airline. And we remained with QANTAS from Vancouver through San Francisco, Hawaii, Fiji, Australia, Papua, New Guinea, Manila, Hong Kong, New Delhi, Teheran, Athens, Vienna, London, and Bermuda.

Four weeks were allotted to the 'down under' segment of the venture, which is where some forethought enters the picture. Before leaving, and with material assistance from the Graduates' Society headquarters in Montreal, we were armed with addresses (as though I hadn't enough cousins, nieces and nephews to visit!) of fellow human beings who also had been lucky enough to have emerged from McGill with a sheepskin of one kind or another.

There are a lot of such folk in and about Australia, few of whom we knew personally, which however turned out to be anything but an insurmountable obstacle.

Up in Brisbane, for example, a group of McGillians on the staff of the University of Queensland arranged a lunch at the Faculty House one fine Spring day (Autumn in Canada). Here the moving spirit was Mrs. Colin R. McLernon (Sylvia Grove, BA '42). Others on hand included Dr. Richard M. Beames, PhD '65, Mrs. Beames, Dr. Robert I. Hamilton, BSc/Agr '57, Mrs. Hamilton (Edna McCutcheon, BSc(HE) '60), and Mr. Colin R. McLernon, BSc '48.

The university stands on rising ground (solid rock) overlooking the State capital and we walked through the quadrangle to look at the McGill crest carved atop one of the stone columns (all Commonwealth universities are thus represented).

Down in New South Wales, in a suburb of Sydney — the site of a stunning harbour, a famous bridge and an infamous opera house — Lawrence A. P. Smith, BSc '47, and his attractive wife had been busy rounding up fellow grads in the area. In their house a 6 pm to 8 pm cocktail party ran until 11 pm, such was the enthusiasm generated by the refreshments and an old-home-week feeling. Peter F. Adam, BEng '64, was there, in addition to Alexander T. Harrington, BEng '62, Mrs. Harrington (Julie F. Mckay, BA '63), Dr. David L. Seymour, BSc '56 and Mrs. N. E. Jackson (Patricia Johnston, BA '49).

Those graduates of the late '20's not suffering from amnesia will recall Alexander Archdale, of Red and White Revue and Players Club fame. He left McGill to follow a career on the stage and now heads his own repertory company in Sydney. Alex's sister Elizabeth, BA '29, a celebrated figure in the sphere of education in Australia, also graced the party.

The lovely old city of Melbourne has its share of graduates, a number of whom answered the call of H. Adrian Gilbert, BSA '32, MSc '39, the commercial counsellor for Canada in Australia, and Mrs. Gilbert, to partake of a delicious buffet in their handsome official residence.

Among those on tap were John Burns, MBA '65, (one of the most zealous supporters of his Alma Mater in the southern hemisphere) and his pretty fiancée, W. Allen McLaren, BEng '60 and Mrs. McLaren, Dr. Peter Schwerdtfeger, PhD '62, John D. Vipond, BCom '55, (who still goes down to the Canadian trade commissioner's office each morning after a "Canadiens" hockey game to find out the score), Mrs. D. A. Gillison (Gillian Shleser, BA '66), Mrs. Michael Joselin, (Doreen Elcox, BSc '58).

There was to have been a similar get-together when we visited New Delhi, but either the putative organizer, Erik Wang, BA '54, BCL '57, (first secretary of the Canadian High Commission) was out shooting elephants, or we were busy perspiringly (103 degrees) admiring the Taj Mahal in Agra.

At Brown's Hotel in London, however, there was a gathering of the clans. The McGill Society of Great Britain (of which I was once president) held a luncheon chaired by John M. Gardner, BEng '49. Such reliable standbys as Dr. Percy L. Backus, MD '19, and Col. H. H. Hemming, BA '14, came along. Also present was Miss Pamela Gales, BA '66, daughter of a certain D. Lorne Gales, not unknown to the McGill community-at-large.

It may sound corny, but it is really an inspiriting experience to meet and chat with alumni in various parts of the globe. If you have conjectured beforehand that their McGill connection, being now remote, will not prove sufficient ground for even a social session, you soon find how wrong you are. Questions about the university fly thick and fast, and Montreal itself comes in for a share of the queries. One fellow of my own vintage actually wondered if the 'Gayety' was still going. Sadness filled his orbs on learning that the old burlesque house in now 'La Comédie Canadienne.'

'Operation Homing Pigeon' was a memorable occasion as one re-lived the past. It was equally interesting to be a part of the present and the future as it appears altogether likely that, for the first time, there will soon be a Branch (even Branches) of the Graduates' Society in the 'Land of the Wattle.' "□

Where they are and what they're doing

'10

Ashley A. Colter, BSc '10, has been named honorary president of the McGill Society of New Brunswick.

'17

Alphonse Trudeau, BSc '17, was recently elected by acclamation as alderman of the town of Ste. Anne de Bellevue.

'21

Judge J. Gordon Nicholson, BCL '21, has retired after twenty-six years on the bench of the Social Welfare Court.

'22

Dale H. Moore, BA '22, MA '23, retired after 25 years as president of Cedar Crest College, Allentown, Pennsylvania on August 31, 1967. During his tenure Cedar Crest more than doubled its enrollment and increased its assets 18 times.

'24

E. R. Alexander, BA '24, has been appointed first vice-president of the Sun Life Assurance Company of Canada.

Lawrence C. Tombs, BA '24, MA '26, was recently elected a member of the advisory board of the Universal Federation of Travel Agents Associations.

'26

Miriam Burland, BA '26, has retired after a 40-year career as a Dominion Observatory astronomer. Miss Burland who is considered a pioneer in a field which numbers less than a dozen Canadian women has studied seismology as well as astronomy.

'27

J. S. B. Pemberton, BA '27 has been appointed vice-president, finance, with the Sun Life Assurance Company of Canada.

'32

Henry K. Heuser, MA '33, has been appointed Head of the International Assistance Coordination Division of the Agency for International Development (AID) with headquarters in Washington, D.C.

'33

Dr. G. Everett Chalmers, MD '33, has been re-elected to the New Brunswick legislature.

J. H. C. Grell, BSc/Agr '33, head of the Information Unit of the Dominica Department of Agriculture, West Indies, has been appointed chairman of the Association of Professional Agriculturists.

Robert F. Shaw, BEng '33, received an honorary degree from McMaster University at the Autumn Convocation held in November, 1967.

'35

John M. Chamard, DDS '35, was made a fellow of the American College of Dentists at the annual meeting held recently in Washington, D.C.

J. R. Houghton, BEng '35, has been appointed vice-president, corporate development, for Northern Electric Company Limited.

'36

Dr. Rachmiel Levine, BA '32, MD '36, prominent researcher in metabolism and endocrinology and chairman of the department of medicine at New York Medical College, has been elected to a three-year term as president of the International Diabetes Federation.

Conrad F. Harrington, BA '33, BCL '36, president of the Royal Trust Company, has been named a life governor of Trinity College School, Port Hope, Ontario.

'37

Prof. A. E. Steeves, MSc '37, has been appointed head of industrial engineering at the Nova Scotia Technical College.

J. E. Moodie, BA '37, formerly assistant general manager, investments, with the Royal Bank of Canada has been appointed deputy general manager with general responsibility for the Bank's investment functions.

S. R. Stovel, BSc '37, has been elected chairman of the board for Cyanamid of Canada Ltd.

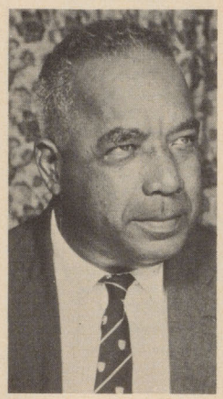
'38

Wilfred J. Johnston, DDS '38, has been made a Fellow of the American College of Dentists.

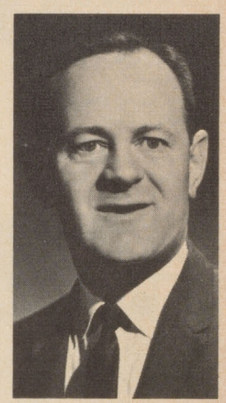
Wallace F. Walford, DDS '38, was made a Fellow of the American College of Dentists at the annual meeting in October in Washington, D.C.

'39

Helen Byers, BA '39, formerly administrative director of Sir George Williams Business School, has been appointed to the Department of Manpower and Immigration.



J. H. C. Grell, BSc/Agr '33



G. D. Russell, BEng '41

'41

Gordon D. Russell, BEng '41, MSc '46, a group leader in non-woven products for Johnson & Johnson Ltd., Canada, has been awarded the Johnson Medal for Research and Development for his significant contributions in the field of non-woven fabrics.

E. E. Spencer, BCom '41, has been appointed assistant general manager of Canada Permanent Trust Company, Toronto, following its amalgamation with Eastern & Chartered Trust Company.

'42

Louis Dussault, BCom '42, has been named to the bench of the Quebec City district of the provincial court by Justice Minister Jean-Jacques Bertrand.

Rev. A. Gordon Faraday, BA '42, was elected moderator of the British Columbia synod, Presbyterian Church in Canada. Rev. Faraday is command chaplain (Protestant) to Canada's Pacific defence force.

John E. Kennedy, MSc '42, has been appointed an assistant dean in the Faculty of Arts and Science, University of Saskatchewan, Saskatoon.

Dr. Giles Papineau-Couture, BEng '42, PhD '45, a fellow of the Chemical Institute of Canada, has been appointed associate director of quality control for Ayerst, McKenna & Harrison Limited, Montreal.

'43

Khayyam Z. Paltiel, BA '43, of the Department of Political Science, Carleton University, Ottawa, was elected secretary of the Interna-

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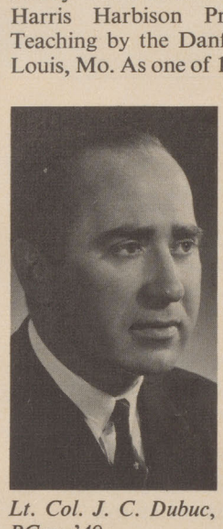
tional Study Group on Political Finance at the 7th World Congress of the International Political Science Association held in Brussels, Belgium, in September 1967.

'44

Isaac D. Welt, BSc '44, MSc '45, has been appointed a professor in the School of Government and Public Administration at the American University, Washington, D.C.

'45

George W. Morgan, BEng '45, of Brown University was named a 1968 winner of the E. Harris Harbison Prize for Distinguished Teaching by the Danforth Foundation of St. Louis, Mo. As one of 19 faculty members from



Lt. Col. J. C. Dubuc, BCom '49



G. W. Morgan, BEng '45

colleges and universities across the United States, Morgan is entitled to a $3000 grant to further his teaching and scholarship.

'47

David M. Culver, BSc '47, formerly chief sales officer of Alcan Aluminium Limited, has been appointed executive vice-president, fabricating and sales.

Dr. Bruce E. Walker, BSc '47, MSc '52, PhD '54, has been appointed professor and chairman of the Department of Anatomy at Michigan State University in East Lansing. He will do research, supervise the department of anatomy, and teach students in the Colleges of Human and Veterinary Medicine.

'48

Dr. John Bardwell, PhD '48, assistant dean of the College of Arts and Science, Saskatoon campus of the University of Saskatchewan, has been appointed assistant to the president, a new post.

George J. Long, BCL '48, of Montreal was one of nine men appointed provincial court judge by Quebec Justice Minister Jean-Jacques Bertrand.

W. Gordon MacLean, BEng '48, has been appointed head of plant operation at Acton, Ontario for Building Products of Canada, the Imperial Oil-owned plastics processor.

Irving Mauer, BSc '48 MSc '52, PhD '60, formerly senior research scientist in genetics with the New York State Department of Mental Hygiene at the Willowbrook State School, Staten Island, has been appointed to establish and head a cytogenetics group in the Biological Research Division of Hoffmann-La Roche in Nutley, New Jersey. He will continue studies in experimental and clinical cytogenetics.

Dr. Douglas S. Montgomery, PhD '48, and *Dr. Donald F. Coates*, BEng '48, MEng '54, PhD '65, have been appointed to head the Fuels Research Centre and the Mining Research Centre respectively of the Mines Branch, Department of Energy, Mines and Resources. The appointments are due to the organizational changes which have taken place in the previously unified Fuels and Mining Practice Division.

J. P. Smallwood, BA '48, has been appointed Montreal sales representative for the creative display division of Somerville Industries Ltd.

'49

M. M. Baudouin, BCL '49, has been named to head the co-ordination division of the External Affairs Department in Ottawa.

Eldon Pattyson Black, BCL '49, counsellor with the Canadian Embassy in Brussels, has been appointed minister with the Canadian Embassy in Paris.

Lt. Col. J. Claude Dubuc, BCom '49, has been appointed 1968 Chairman of the March of Dimes campaign sponsored by the Royal Canadian Legion. The campaign will run from January 15-31 and has an objective of $160,000. The funds will assist in the rehabilitation and care of polio sufferers and of victims of other diseases requiring wheel chairs, orthopaedic appliances and specialized treatment.

Dr. B. Lionel Funt, PhD '49, formerly Dean of Graduate Studies at the University of Manitoba, Winnipeg, has been appointed Dean of Science at Simon Fraser University.

Maynard B. Golt, QC, BCL '49, municipal judge for the City of Pointe Claire, was named president of the North American Judges Association at its annual meeting in October 1967.

R. M. Johnson, BEng '49, has been appointed vice-president, sales with the Canada Cement Company Limited.

Arthur M. Kristjanson, PhD '49, has been appointed Academic Planning Officer of the Universities Commission of the Province of Alberta.

T. P. Rodden, BEng '49, factory manager of the Foxboro Company Limited, La Salle, P.Q., makers of industrial control systems, has been named vice-president.

'50

Arthur Erickson, BArch '50, who has been commissioned to design the Canadian Pavilion for Expo 70 in Osaka, Japan was recently awarded a $15,000 Canada Council Award. The Awards are presented annually for outstanding contributions to the arts, humanities and social sciences. Erickson, who has been acclaimed as one of North America's most imaginative architects, helped design Simon Fraser University in Vancouver and the tapered wooden tower of Man in the Community at Expo 67.

David W. Evans, BSc '50, general manager of Metasol, Canada, Limited, has been appointed manager, international chemicals, of Merck Chemical Division of Merck & Co.

Thornton B. Lounsbury, BEng '50, has been elected a vice-president and general manager,

construction group for Canadian Westinghouse Company Limited, Hamilton, Ontario. He will be responsible for six of the company's plants in Quebec, Ontario and British Columbia.

W. J. McCarthy, BCom '50, has been appointed treasurer and an executive officer of the Sun Life Assurance Company of Canada.

Charles A. McCrae, BCom '50, formerly treasurer of Dominion Textile Company Limited, has been appointed vice-president.

W. Paul, BEng '50, Verdun municipal engineer, has been made a director of the newly formed Quebec Section of the American Public Works Association.

J. R. Warren, BEng '50, presently town engineer for the Town of Mount Royal has been appointed director of services of the Town effective January 1, 1968.

'51

Nigel V. Chapman, BArch '51, is working with Colombo Dolomite Spa., an architectural and industrial design firm in Italy.

Audrey Fraser, BSc(HE) '51, has been appointed director of dietetics at the Royal Victoria Hospital.

Ross A. Hennigar, BSc/Agr '51, has been named industrial relations manager of Sun Oil Company Limited. He will also be in charge of industrial relations for Great Canadian Oil Sands Limited.

Dr. Bruce A. McFarlane, BA '51, MA '55, associate professor of sociology at Carleton University has received the 1967 Canadian International Labour Fellowship for study at the International Institute of Labour Studies in Geneva, Switzerland. He will spend a year in Europe investigating the impact of technological change upon education, training, utilization and careers of technicians in several western European countries. On his return he will compare his findings with the Canadian situation.

George S. Petty, BCom '51, has joined the Parsons & Whittemore group as vice-president in charge of sales to handle the world-wide marketing of pulp and paper production from the new mills of Prince Albert Company Limited in Saskatchewan and St. Anne-Nackawic Pulp and Paper Company Limited in New Brunswick.

William G. Salts, BCom '51, previously chief financial accountant for Rolls-Royce of Canada Limited, Montreal, has been appointed treasurer.

'52

Laurent E. Lemieux, BEng '52, has been appointed works manager of the chemical plant of Canadian Industries Limited, Shawinigan, P.Q.

J. Peter McGregor, BEng '52, formerly project engineer and supervisor for Del Mar Engineering Laboratories, Los Angeles, Calif., has joined Tracor, Inc. as project engineer for General Technology Corporation, Los Angeles.

Prof. Perry Meyer, BA '49, BCL '52, of McGill's Faculty of Law, was elected chairman of the Higher Education Commission of the Quebec Superior Council of Education.

James M. Packham, Jr., BCom '52, has been appointed secretary-treasurer and chief financial officer of CTV Television Network Ltd.

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'53

Prof. Robert D. Chambers, BA '53, associate professor of English Literature at Trent University has been appointed Vice-Principal of Lady Eaton College, of the University.

E. E. Costanzo, BEng '53, has recently been appointed engineering supervisor, personnel, with Bell Canada's Montreal area engineering department. He will be responsible for the administration of the personnel functions in the department, including such items as hiring, training and appraising.

Frank Martinek, MEng '53, was recently appointed associate professor in the department of mechanical engineering at the University of Vermont College of Technology, Burlington, Vt.



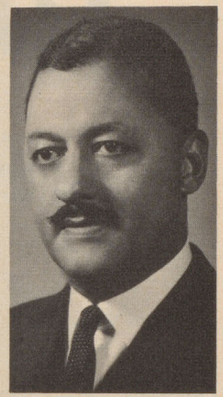
Dr. A. S. Mittelholzer, MSc '56, PhD '58



T. B. Lounsbury, BEng '50



L. Caletti, BEng '54



Dr. B. A. McFarlane, BA '51, MA '55

Dr. Anthony J. Matuszko, PhD '53, chief of organic chemistry programmes, Air Force Office of Scientific Research, Washington, D.C., is spending the 1967-68 academic year as an honorary fellow with the University of Wisconsin Department of Chemistry.

T. O. Stangeland, BA '50, BCL '53, formerly assistant secretary of Consolidated-Bathurst Limited, has been appointed director of employee and public relations.

Jackson N. Willis, MSW '53, executive director of the Family Service Association of Edmonton, has been named to the board of directors of the Family Service Association of America, the national federation for over 335 nonprofit voluntary family social agencies in North America.

'54

Lorenzo Caletti, BEng '54, has been appointed vice-president and general manager of Univex (Canada) Limited, electrical and mechanical contractors. He will be responsible for the company's operations both in Canada and the Caribbean.

Peter A. Fried, BSc '64, received his PhD in psychology from the University of Waterloo in October 1967 and is presently assistant professor at St. Jerome's College, Waterloo, Ontario.

James J. McGowan, BCom '54, DipMBA '61, has been appointed vice-president, finance, for Tilden Rent-a-Car Company.

Dr. Ronald S. Potts, MD '54, has been named chief pathologist at the Central Maine General Hospital, Lewiston and is serving his second year as president of the Maine Society of Pathologists.

John M. Shepherd, BEng '54, has been appointed Canadian production manager adhesives and resins, for National Starch & Chemical Company (Canada) Limited.

Dr. Winnifred F. Storey, BSc '46, MSc '49, MD '54, has been appointed to the Health Department, Children and Youth Project for Comprehensive Child Health Care, Miami, Florida.

'55

J. Neil Adderson, MEng '55, has been appointed resident engineer with Dow Chemical of Canada Limited for the construction of the new chlorine-caustic plant at Fort Saskatchewan, Alberta.

Dr. Andrew G. Engel, BSc '53, MD '55, consultant in neurology at the Mayo Clinic, Rochester, Minnesota, has been appointed assistant professor in the Mayo Graduate School of Medicine of the University of Minnesota, Rochester.

George Halikas, BSc '55, received his PhD in 1967 from the University of Tennessee where he is presently teaching the biophysics of blood flow.

Mrs. H. Arnold Steinberg (Blema Solomon), BA '55, PhD '61, has recently been appointed associate professor of Political Science at McGill University.

'56

Dr. Alex S. Mittelholzer, MSc '56, PhD '58, director of the Muchuchies Experimental Station in Venezuela for the last seven years, has joined the Food and Agriculture Organization of the United Nations. A plant breeder/pathologist expert, he will be associated with the Agricultural Research Council of Malawi, at the Chitedze Agricultural Research Station. He will be specializing in the breeding for resistance to the *Cercospora* leafspots in peanuts.

David S. Newcombe, MD '56, formerly assistant professor at the University of Virginia, has been appointed associate professor with the department of medicine at the University of Vermont College of Medicine.

Angus W. Robertson, BCL '56, has been appointed first-secretary to the Canadian Permanent Mission to the United Nations.

Maxwell Smith, BCom '56, has been appointed vice-president and director of Maxwell Cummings & Sons Investments Limited, the recently formed Alberta company of Maxwell Cummings & Sons. Smith will be in charge of marketing and public relations and is directly responsible for the leasing of all company projects in Western Canada.

L. R. Tisshaw, BCom '56, has been appointed account supervisor, soft goods group, with the Montreal office of Vickers & Benson Limited.

Jacques A. Viel, BSc/Agr '56, formerly associated with Shell Canada in Toronto has been appointed manager, marketing, of the agricultural chemical division of Société Française des Produits Chimiques Shell in Paris, France.

'57

Arnold A. Lawless, BEng '57, formerly Montreal branch manager for Flygt Canada Limited, has been appointed sales manager for the Province of Quebec.

'58

Douglas Brock, BSc '58, has been appointed manager of Ogilvy & Mather (Canada) Limited's new Montreal office in Place du Canada.

Ian R. Brunet, BEng '58, has been appointed plant superintendant, for Richelieu Fabrics Limited, St. Jean, Quebec.

Peter A. Wilkins, BEng '58, formerly supervising engineer, plant extension, with The Bell Telephone Company of Canada, has been appointed outside plant engineer, south, in the company's Montreal area engineering department. His new duties centre around the provision of outside plant telephone facilities connecting customers premises to the switching equipment in central office buildings.

'59

John David Farley, BArch '59, assistant professor of planning in the Graduate School of Public Administration of New York University, has been appointed executive director of the new Urban Design Council of the City of New York. The council will advise Mayor John Lindsay on design and planning for urban projects and the preservation of notable buildings and other landmarks.

John H. McBride, BSc '59, MSc '64, a meteorologist at Canadian Forces Headquarters in Ottawa has been promoted to the rank of Lieutenant-Commander with the Royal Canadian Navy.

David MacNaughton, BSc '59, has been appointed sales manager of North American Car (Canada) Limited, one of Canada's largest and most diversified lessors of railway cars, serving oil, chemical and other industries.

'60

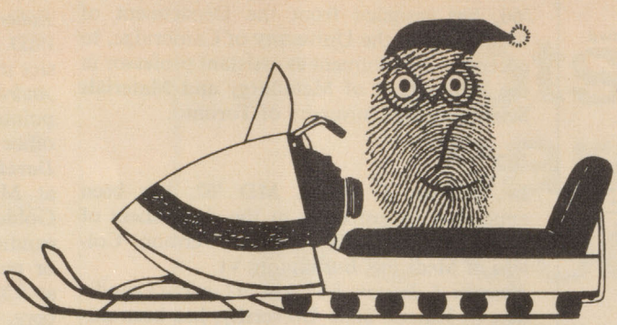
Melvyn E. Cockhill, BSc '60, received a scholarship from the National Science Foundation for study towards an MA in zoology at the University of Texas, Austin, Texas.

Dr. James A. Inkpen, BSc/Agr '60, has been named an associate research biochemist with Park, Davis & Company's experimental laboratory located in Detroit, Michigan.

John M. Mayers, BSc/Agr '60, MA '62, has recently been appointed lecturer in Agricultural Economics and Farm Management at the University of the West Indies, Trinidad.

'61

James A. Grant, BA '58, BCL '61, a member of the legal firm of Stikeman, Elliott, Tamaki,



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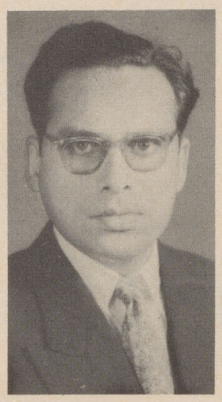
Mercier & Robb, was named director and secretary of Dominion Welding Engineering Company.

W. Albert Miller, BEng '61, MEng '62, PhD '66, has resigned from the Department of Metallurgy at the University of Cambridge, to accept an appointment as assistant professor in the Department of Metallurgy and Materials Science at the University of Toronto.

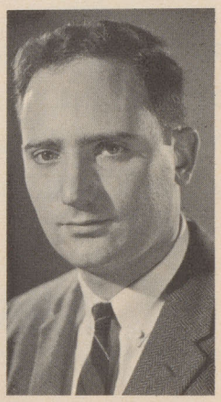
'62

Dr. Thomas C. Bates, MD '62, has been appointed an instructor in the department of paediatrics at the University of Vermont College of Medicine, Burlington, Vt.

Norman J. Beaton, BSc/Agr '62, a PhD candidate at Kansas State University, has been initiated as a graduate member of Omicron Delta Epsilon, an economics honour society, in recognition of high scholastic achievement in that field.



A. Jalil, MSc '63



Dr. P. Madras, MD '65

Andrew Dienes, BEng '62, was recently awarded a PhD in physics by the California Institute of Technology and is presently a member of the technical staff with Bell Telephone Laboratories, Holmdel, New Jersey.

Deane E. D. Downey, BA '62, received an MA in English from the University of Toronto in June 1967 and is now teaching at the University of Saskatchewan and the Canadian Bible College in Regina, Sask.

John Elwin, BSc/Agr '62, MSc '64, who is completing his studies towards a PhD in soil science at the University of the West Indies, is working with Illinois of the Bahamas Ltd. as research scientist on a new sugar project in Marsh Harbour, Abaco, Bahamas. The project is thought to be one of the first in the Caribbean area to completely mechanise the sugar industry with all work from planting to harvesting and processing being done by machine.

Glen H. MacEwen, BEng '62, recently received an MSc in computer science at the University of Toronto and is working towards a PhD in the same field.

'63

G. A. Nigel da Silva, BSc '63, received a PhD in bacteriology from Iowa State University, Ames Iowa in November, 1967. His thesis was on the *Incidence and Characteristics of Staphlococcus aureus in Turkey Products and Processing Plants.*

Abdul Jalil, MSc '63, has been appointed Head of the Research Division at the Institute of History of Medicine and Medical Research, New Delhi, India.

'64

Robert F. V. Anderson, BSc '64, was awarded a PhD in mathematics from Princeton University in October 1967.

Andrew Annesley, BCom '64, has been appointed sales representative in the Montreal office of Greenshields Incorporated.

David Cayne, BA '64, a third year Law student at McGill has been awarded the Maurice Goldenberg scholarship presented to the best candidate in government, constitutional law, or public administration. The award, valued at $200 was established by H. Carl Goldenberg, QC, in memory of his father.

Dr. Peter John S. Furneaux, PhD '64, is currently working for Shell Research Limited at the Milstead Laboratory of Chemical Enzymology, Sittingbourne, England.

Paul J. F. Lusaka, MA '64, is Acting High Commissioner for Zambia in the United Kingdom.

Michael D. Yarosky, BA '64, MSW '66, formerly assistant director of the B'nai B'rith Youth Organization has been appointed programme director of the B'nai B'rith Hillel Foundation of Montreal.

'65

Dr. Richard R. Gillis, PhD '65, has been appointed instructor in the department of pharmacology at Georgetown University School of Medicine and Dentistry.

Dr. Peter Madras, MD '65, has been named project director of Avco Everett Research Laboratory's medical research programme. He will be responsible for the overall direction of the programme in bio-engineering research underway at the laboratory for the past several years. Primary emphasis in the programme has been the development of cardiac assist devices.

'66

Helen O'Neill, MA '66, has been appointed to the teaching staff of the Department of Economics, University College, Dublin, Ireland.

Lorna Sandler, BA '66, has been awarded a graduate assistantship in psychology at the University of Cincinnati where she will be engaged in teaching and research as well as graduate studies leading to a Master of Arts degree.

H. H. Smithman, MA '66, principal of Hudson High School was recently elected second vice-president of the Quebec Association of Protestant School Administrators.

Sadie B. Turner, BN '66, has been appointed lecturer with the School of Nursing, University of New Brunswick.

'67

Colin Thomas Brennan, BA '67, is working as a Peace Corps volunteer in rural community development in the department (province) of Norte de Santander, Columbia, South America.

John R. H. Fowler, BSc '67, writes that he was a member of the 1967 Irish Equestrian Team that took part in the European Championships, and has high hopes for the 1968 Summer Olympics in Mexico.

Dr. S. B. Mathad, PhD '67, has been appointed

reader in zoology at Karnatak University, Dharwar, Mysore State, India.

Theodore J. Paull, BEng, '67, is presently working with the Boeing Company in Seattle, Washington.

Deaths

'00

Dr. Trueman E. Bishop, MD '00, at Escondido, California in May, 1967.

'02

Dr. William A. Gardner, BA '98, MD '02, on September 25, 1967 at Winnipeg, Man. During World War I he served overseas with the Royal Canadian Army Medical Corps and attained the rank of Lieutenant-Colonel. After the war he returned to Winnipeg where he practised orthopaedic surgery, serving on the Surgical Department of the University of Manitoba. He was also consultant at several Winnipeg hospitals, as well as Chief Surgeon at the Shriners Hospital for Crippled Children.

'05

Dr. Thomas R. B. Nelles, MD '05, on November 23, 1967 at Vancouver, B.C. Dr. Nelles, who was an honorary life member of both the Canadian Medical Association and the West Coast Dermatological Association, was in general practice in Vancouver for almost 60 years.

'06

Katharine Amy Cox, BA '06, MA '06, on July 10, 1967 in Cambridge, England.

Dr. George E. Gillies, MD '06, on October 15, 1967 in Ladner, B.C.

Rev. David B. Rogers, BA '06, MA '09, in Toronto, Ont. on November 14, 1967.

'07

Harry Belfrage Miller, BSc '07, in Victoria, B.C. in November, 1967.

'09

Mrs. H. J. Keith (A. R. Gary), BSc '09, in Ottawa, Ont., in September 1967.

Dr. Robert L. Miller, MD '09, on August 28, 1967, in Vancouver, B.C. During World War I he served with No. 5 General Hospital in Salonika, Greece. During the 1920's he was president of the British Columbia Medical Association. In September 1939 he returned to the Canadian Army and attained the rank of Lieutenant-Colonel before retiring in 1943. He worked with the Canadian Pension Commission for the next eight years and from 1950-58 was senior medical officer with the Workmen's Compensation Board, Vancouver.

'11

Dr. Anna Schafheitlin, BA '11, MA '13, on July 12, 1967 in West Germany.

Robert Starr Leigh Wilson, BSc '11, on September 19, 1967 in Victoria, B.C.

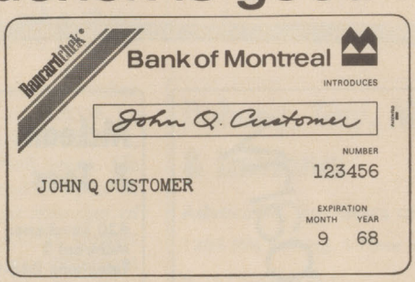
'12

Dr. Mason Pitman, MD '12, on May 9, 1967 at Bordentown, N.J.

Andrew A. Pitts, Eng '12, on October 11, 1967 at Huntington Beach, California.

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'13

Mrs. A. Leroy Burt (*Dorothy Duff*), BA '13, MSc '14, at Wellesley Hills, Mass., on October 19, 1967.

Dr. I. Edgar Bruneau, BA '10, MD '13, on September 2, 1967 at Ste. Anne de Bellevue, P.Q.

'14

Thomas J. Coonan, BCL '14, in Montreal on December 22, 1967. Coonan was appointed to the Bench of the Magistrate's Court in 1946 where he served until his retirement in 1961.

Dr. A. Bernard Illievitz, MD '14, MSc '25, on October 28, 1967 at Montreal, P.Q.

Roy Aubrey Spencer, BSc '14, in Saskatoon, Sask., on October 27, 1967. He served with the Canadian Engineers in Belgium during World War I and was awarded the Military Cross and Bar for bravery in action. He was head of the Department of Engineering at the College of Engineering in Saskatoon and in the 1940's was appointed Dean of Engineering at the University of Saskatoon. During his lengthy professional career, he assisted in the design of several large engineering projects, one of which was the Lachine Canal.

'15

Walter C. Hyde, BArch '15, on November 27, 1967. A prominent Montreal architect and contractor, he was awarded the Distinguished Service Order and mentioned in dispatches for gallantry in the field during World War I. During World War II, Brig. Hyde served for one year (1944-45) as a member of the general staff, Pacific Command at Vancouver.

'16

Rev. Garland G. Burton, BA '16, MA '31, on September 17, 1967 at London, Ont.

J. Emery Phaneuf, QC, BCL '16, at Montreal on October 19, 1967.

'17

Frederick Douglas Derrick, DDS '17, in London, England on December 8, 1967. During World War I, he served for two years (1917-1919), as Captain with the Canadian Army Dental Corps. Following his return to Canada in 1919, he practised dentistry in Montreal and the midwest for fifteen years. In 1934, he went to England where he practised until his retirement in 1962. A past-president of the American Dental College of London and a Fellow of the Royal College of Surgeons, Dr. Derrick also served as honorary secretary of the McGill Society of Great Britain from 1946-49.

'19

C. Archibald Buchanan, BSc '19, in Montreal on August 8, 1967.

'20

B. H. T. MacKenzie, BSc '20, at Canning, N.S., on November 9, 1967.

James J. J. Robertson, QC, BA '15, BCL '20, in Montreal on October 7, 1967. A former executive of the Graduates' Society, Robertson practiced law in Montreal.

'21

Allan B. Copping, BSc '21, in Glens Falls, N.Y. on November 4, 1967. After service overseas with the Seventh Canadian Siege Battery, he joined the industrial engineering firm of Carlton and Pope and was later associated with

the International Paper Company. He served with various divisions of the company in Newfoundland and New England until his retirement in 1962.

Lt. Col. Joseph J. Harold, MBE, BA '19, BCL '21, at Montreal on December 24, 1967. A former president of the Quebec Transportation Board, Lt. Col. Harold and his wife were well-known in the Canadian art field. They made several contributions of their works of pottery to a national exhibition held at the Montreal Museum of Fine Arts in 1955.

Mrs. Ewen R. Irvine (*Lucille Roston*), BA '21, MA '48, in Montreal on December 16, 1967. Mrs. Irvine taught psychology at McGill and Sir George Williams University, her special field of interest being child development. She was a consulting psychologist and a member of the Quebec Corporation of Psychologists.

'22

A. Weston Ahern, BSc '22, on November 13, 1967 in Quebec City.

William A. Falconer, BCom '22, at Montreal on December 6, 1967.

T. Herbert Weldon, BSc '22, MSc '23, at Victoria, B.C. on December 1, 1967.

Rev. Harold White, BA '22, MA '25, on September 28, 1967 in Devon, England.

H. Allen Wilson, BSc '22, at Montreal on June 17, 1967.

'23

Dr. George Earl Moodie, MD '23, at Barrie, Ont. on August 22, 1967.

Frank T. Stanfield, BCom '23, at Truro, N.S., on July 2, 1967. He was president of Stanfield's Limited and a provincial M.P.

'24

Mabel Holt, DipN '24, at Charlottetown, P.E.I., on August 15, 1967.

Dr. R. Graham Huckell, MD '24, in Edmonton, Alta. on October 11, 1967.

Dr. Douglas B. Johnston, MD '24, on October 18, 1967 in Toronto, Ont.

'25

J. P. MacLeod, BCom '25, on September 16, 1967 in Sherbrooke, P.Q.

Dr. Saul Rubin, BSc/Arts '21, MD '25, in Seattle, Washington, on April 8, 1967.

'26

Brock F. Jamieson, BCom '26, BA '27, in Victoria, B.C. on October 20, 1967. Prior to his retirement in 1963 he was managing director of the Ford Motor Company in New Zealand.

Dr. R. Guy MacGregor, DDS '26, in New Glasgow, N.S. on July 13, 1967.

Rev. J. Evan Scharf, BA '26, on September 10, 1967 in Barrie, Ontario.

'27

J. Gordon Fraser, BCom '27, in Ottawa, Ontario, on September 9, 1967.

'28

Alton C. Bray, BSc '28, MSc '29, in Montreal on November 8, 1967.

Mrs. G. B. Puddicombe, (*L. Ann Fogg*), in Montreal on October 5, 1967.

'29

Rev. Norman F. Sharkey, BA '29, suddenly en route to Toronto for medical treatment on July 27, 1967.

Russell J. Barrett, BSc '29, at Senneville, P.Q. on November 18, 1967.

'31

Louis A. Dezwirek, QC, BA '28, BCL '31, at Montreal on November 25, 1967.

Rev. G. Lloyd Fulford, BA '31, MA '40, at Ste. Anne de Bellevue, P.Q. on November 23, 1967.

Donald R. Ross, BSc '31, in Montreal on October 28, 1967. Ross had been associated with the Bell Telephone Company for 30 years and was an active member of the YMCA and a director of the Westmount Branch.

'32

Dr. Henry P. Hopkins, MD '32, in the autumn of 1967 at Chathamport, Mass.

William C. Lea, BEng '32, found shot in October, 1967 at Atlanta, Georgia. Lea had been president of the McDonough Companies at the time of his death.

Michael J. O'Shaughnessy, BEng '32, MEng '33, on August 19, 1967 in Salt Lake City, Utah. He had been general manager, new mines division of Kennecott Copper Corporation.

'33

Dr. Robert Boggs, MD '33, in Palm Beach, Fla., on October 25, 1967. Dr. Boggs had been a former Dean of the New York University Post-Graduate Medical School and a chairman of the National Committee on Resettlement of Foreign Physicians.

G. Carvel Hammond, BCom '33, on November 27, 1967 at Montreal. While at McGill he played halfback for the Redmen from 1930-32, and was captain of the basketball team. He was at one time vice-president and director of Cockfield Brown & Company and manager of the Montreal office. Later he joined Bomac Montreal Limited as executive vice-president and was recently associated with Investors Syndicate Company of Canada as regional manager.

'35

Mrs. H. W. Jordan (*Evelyn Bryant*), BA '35, in Montreal in September, 1967.

'39

Dr. John F. McInerney, MD '39, in Fredericton, N.B. on October 25, 1967. Two days prior to his death, he had been re-elected in the Fredericton riding as a Progressive Conservative candidate in the New Brunswick election. He was first elected to the provincial legislature in 1952 and was appointed health minister in Hugh John Flemming's administration. He served in the cabinet until 1960 when the Conservative government was toppled.

'45

Eric L. Burgess, BArch '45, in Ottawa on March 22, 1967.

'48

John R. Brough, BEng '48, on March 11, 1967 at Magog, P.Q.

M. John Busby, BA '48, in Montreal on October 29, 1967.



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Andrew Allen

'52

James D. Ross, BA '52, shot to death in Montreal on October 12, 1967.

'56

Russel N. Rudd, BSc/Agr '56, in Toronto on June 29, 1967.

'57

Dr. Michael A. Emery, MD '57, accidentally on August 20, 1967 at Edmonton, Alberta.

'59

Dr. John L. King, DDS '59, in The Pas, Manitoba on September 9, 1967.

'67

Marjorie Sharp, BA '67, found shot to death near Buffalo, Missouri in November 1967. The body of Miss Sharp and that of her travelling companion, Bertram Kidd, a fourth year Arts student was discovered after an intensive search following the pair's disappearance early in September, 1967.

Obituaries

The Right Honorable Vincent Massey, LLD '33 (Hon.)

The Right Honorable Vincent Massey, Governor-General of Canada from 1952-59, and a former Visitor to this University, died in London, England on December 30, 1967. The first Canadian-born Governor-General was honoured by the University in 1933 for his work as Chairman of the Massey Foundation and as "His Majesty's Envoy Extraordinary and Minister Plenipotentiary to the United States of America."

Virginia Cameron, BA '25

Miss Virginia Cameron, Deputy Registrar of McGill since 1965, and described in a recent Senate Resolution as "one of the most able and devoted servants the University has ever known", died on November 9, 1967 in Montreal.

Born in Sydney, Nova Scotia, Miss Cameron took her BA at McGill in 1925, and joined the University staff in 1939, becoming Assistant Registrar in 1945 and Deputy Registrar twenty years later. A member of a notable Nova Scotia family, she was the niece of Mrs. Walter (Susan Cameron) Vaughan, former Warden of Royal Victoria College. Although her life-long concern was the University she served, she was widely known in other fields. On the McGill scene she was President of the McGill Alumnae Society and a keen supporter of the McGill Chamber Orchestra. In 1965 she was made an Honorary Life Member of the Graduates' Society.

Of his former friend and colleague, Dr. T. H. Matthews, Registrar from 1930-1957, recently wrote: "Virginia Cameron was a Maritimer and, like many another Maritimer, she was genuinely interested in people. She liked to know, and she remembered, who and what they were, and where they came from. This made her the ideal person to have charge of University invitation lists and to arrange the seating of guests at University convocations and similar functions. This was one of the many ways in which she served McGill so well.



Virginia Cameron, BA '25

"Virginia was also interested in public affairs and particularly in those relating to women. She was, for example, for some years the president of the University Women's Club, a vice-president of the Montreal branch of the Canadian Institute of International Affairs, and Chairman of the Fellowships Committee of the Canadian Federation of University Women.

"Naturally with so many interests she had a multitude of friends both inside and outside the University and this multitude certainly included everyone in the Registrar's Office. They admired her, they liked her, and she liked them. Although she was such a busy person there was no trace in Virginia of the 'managing' or 'committee type' of woman. She was modest almost to a fault and had no desire to appear important. She had, however, a very keen desire to get some important jobs done — and she succeeded.

She worked untiringly for the good of the University, and in this work she was blessed with the quality of vitality and a keen, incisive mind. She demanded the highest standards of excellence but she was always quick to help those who encountered difficulties. Generations of students and many members of the staff will remember Miss Cameron for the calm, efficient way in which she helped to solve problems and to put things right. She was a good friend to every person who knew her. She will be sorely missed by her host of friends within the University, the Alumnae Society, the Graduates' Society and the community at large."□

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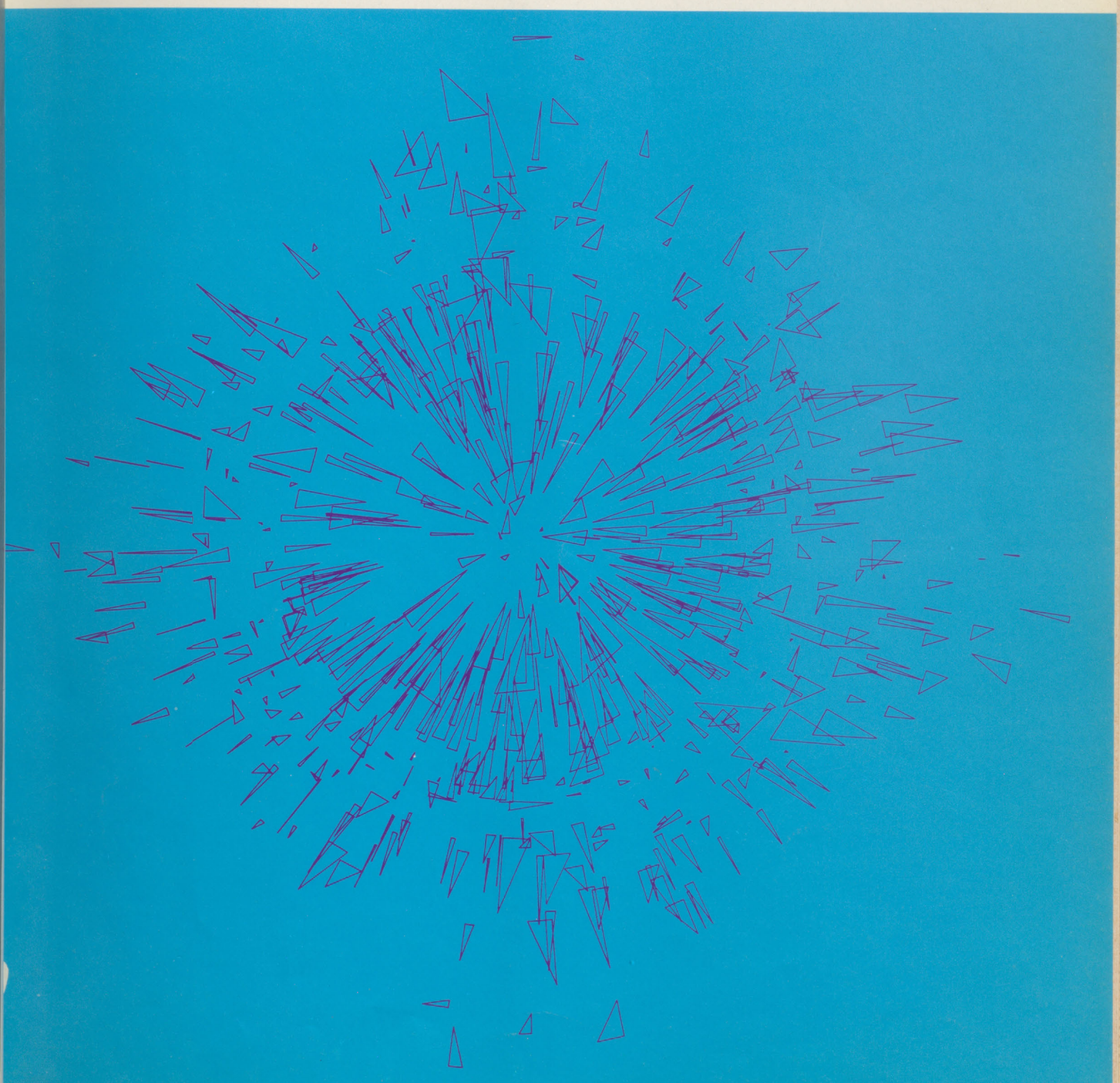
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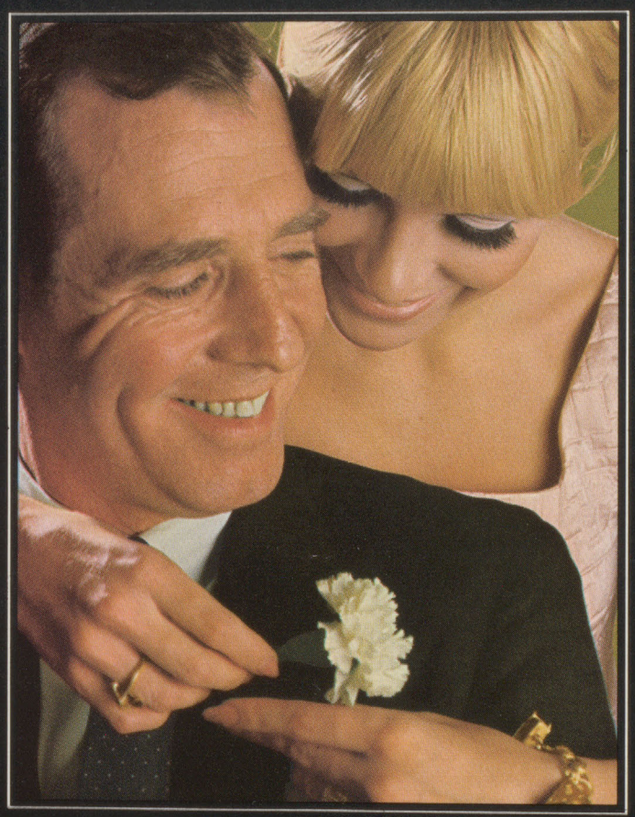
McGill News

March 1968

After a decade in the Faculty of Engineering, Dean Mordell steps down to make way for a new era of development ("Of Men and Machines" – page 7).



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The McGill News

Volume 49, Number 2
March 1968

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Editor's Notebook

It is their care in all the ages
To take the buffet and cushion the shock.
It is their care that the gear engages;
It is their care that the switches lock.
It is their care that the wheels run truly;
It is their care to embark and entrain,
Tally, transport and deliver duly
The Sons of Mary by land and main.
From Rudyard Kipling's "The Sons of Martha"

Engineering has come a long way since Kipling, LLD '99, wrote those lines for the Iron Ring ceremony — the secret ritual most engineers go through after graduation which entitles them to wear an iron ring — the recognition symbol of the professional engineer.

Although the profession can be traced back into earliest times, history records the first formal education of engineers in 1747, when the French engineer Jean Rodolphe Perronet established the Ecole Nationale des Ponts et Chaussées. Other French technical schools became the models for the early development of engineering education in North America.

McGill was the pioneer in Canada with a degree course in 1856, which produced its first graduate in the Spring of 1858 when William Oliver Gooding received "the Degree of Graduate in Civil Engineering and Land Surveying." Although Gooding went on to a varied career which included building railways in Europe and the great artificial harbour at Callao in Peru, he would have been astounded at the developments in his field since his death in 1875 at the age of thirty-eight.

Perhaps the last ten years would have surprised him most. During this period, McGill's Faculty of Engineering has seen a remarkable growth in many areas under the leadership of its Dean, Donald L. Mordell. In June of this year, Dean Mordell will step down from his post for a year of travel and study abroad (see page 14). When he took over his job eleven years ago, the Dean remarked in these pages that "the day has passed when an engineering faculty could do a useful job by turning out graduates with specific and particular skills in particular aspects of the profession." It was also his belief that "there is a definite need today to turn out as many young men as possible who have received a very sound basic training in the fundamentals of engineering science," and that the University should encourage and develop postgraduate studies and research.

Judging by the figures, the latter aim has been accomplished. The number of graduate students has quadrupled in the decade 1958-68, while research funds have jumped by a factor of eight. The McConnell building (1959) added 150,000 sq. ft. of floor space and even today it is being expanded by the addition of four floors. Faculty classrooms and research laboratories now spill over into the old Chemistry building and the Physical Sciences Centre.

The challenge in the coming years will lie in the rapidly changing profile of the profession and the concurrent changes in the concepts of engineering education. Technological developments, the chronic shortage of technical manpower which has influenced industry's use of engineers, the trend towards employment of engineers in management and executive positions — these and many other factors will profoundly influence the direction in which McGill's Faculty of Engineering will go.

As the Faculty moves into the next stage of its development, we take a somewhat truncated view of the state of engineering at McGill today; a simple listing of the activities in each of the six departments — to say nothing of the school of architecture — would fill many pages. But something of the vitality of the profession and, perhaps, a glimpse into the future of engineering is suggested by our cover illustration. Originally in black-and-white, it was made by a computer at the Ballistics Research Laboratories in Aberdeen, Maryland, and transformed into a psychedelic space-age explosion in printing. The "splatter pattern" is the plot of radial and tangential distortion of a camera lens, graphed automatically by a data plotter.

That the cover was drawn by computer is, we think, an appropriate introduction to the new Dean of Engineering, Dr. George Lee d'Ombrain, a computer-oriented man who is equally interested in the technology of "hardware" and "software". Married, and the father of two sons and a daughter, he has a reputation as an extremely good chef and a connoisseur of food and wine.

Our engineering story is really the product of the efforts of many people. But we are particularly indebted to Prof. John C. Cherna of mechanical engineering and associate dean Tom Pavlasek for their patience and efforts in compiling most of the material for the report. □

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Letters

The hasty, reassuring card at the time of the *Daily* rumpus amused me at the moment; amusement was not the reaction of the alumni who wrote letters, apparently.

Perhaps the rest of us have failed to communicate? For one, I am not afraid of the efforts and demonstrations made by youth to let their voices be heard. I do not feel, with some of those who wrote, that we did a good job or that our silence was commendable. We did a lousy job, and our silence stemmed from lack of concern or from fear to speak out. I hope the young people today can rectify at least some of our errors and omissions.

Sally Mandel, MSW '58
San Francisco, California

I would like to congratulate you on the very fine work you have done in an attempt to inform the graduates of the disturbing factors on McGill campus. The whole situation, with its historical background, is set forth in a straightforward factual manner.

Of course I did not miss the excerpts from letters that graduates had written and as a member of the Disciplinary Committee and of the Administration I am twice damned. The Committee's decisions in the various cases may not be the correct ones but they were arrived at after hours of deliberation in each case. Our aim was to be as fair to the students as possible and at the same time try to do what was best for McGill. The briefs we have written in each case do give the reasons for our decisions on the basis of the Hearings. It is possible that this information would be interesting to graduates and would help them to realize that our decisions were not born of weakness but of a genuine attempt to do the best for all concerned. We had no intention of handing down penalties that would make "martyrs". We all know that martyrs gather a following faster than fanatical ideologists and the latter usually do quite a successful job.

Helen C. Reynolds
Warden
Royal Victoria College

The administration has taken upon itself an attitude which is immoral, wrong-headed, paternalistic and authoritarian. The situation is intolerable. The *McGill Daily* is a student paper. Its control must be in the hands of students alone. Only the managing board has a right to say what will and what will not appear in the newspaper. Nobody else. If an article is libelous, there are legal proceedings that can be taken. But no administration has the right to interfere in the operations of a student paper at any time. To allow it to do so is wrongful. Therefore we must strongly object to the administration for taking matters into their own hands and trying John Fekete, Peter Allnut, and Pierre Fournier. *We must condemn* the administration for the wrongful (shall I say immoral) act of suspending Fekete! We must make it clear that Fekete is right when he claims that the administration had *no* right to interfere.

But the administration of McGill wants us to hang our heads in shame that we were ever associated with McGill. They also want to support the immoral and illegal war on Vietnam by the United States. They want to tell us that Dow has the right to make napalm, to bomb the Vietnamese people. This immorality must be condemned. Dow Chemical must face the fact that business and morality have something to do with each other, that morality does not begin at the end of the working day. And McGill must realize that it cannot agree to the immoral activities of Dow and the other companies that support the American war. The University by allowing the companies to recruit on campus is condoning, nay approving, of their activities, telling the students that it is, *de facto*, all right to work for this company which plays a role in committing atrocities in participation in the atrocious war. It is not all right. It is as wrong as allowing a company which would want to make gas for the chambers of Auschwitz.

We cannot let ourselves remain silent. We must speak out loudly. And the louder we speak, the more we shall be heard. We must object. And we must ask McGill to stop. We must ask them, as the Graduates' Society, to not allow such immorality. We want to be graduates of a university that we can be proud of. We do not want to have to (as we do now) hang our heads in shame and disgust.

George Farkas, BA '67
Department of Philosophy,
Indiana University,
Bloomington, Indiana.

I have been following the recent events at McGill and want to write you about my displeasure with what seems from here a lack of conviction and confidence of those in authority.

Unfortunately, this situation is not unique to McGill or to Montreal; we have seen it spread in the last few years throughout the whole of North America. Those in positions of "responsibility" are relinquishing some of their authority to others who are not in a position to assume the responsibility.

In reading the latest *McGill News*, I was shocked to find that two companies were asked not to come to the University because the Placement Service was intimidated by a flyer signed by a few students and so called "faculty".

Democracy is the rule of the majority with due consideration for the minority; we find ourselves racing towards a "rule of the minorities with complete disregard for the majorities."

Finally, even if we are willing to give up the authority, let us remember that we cannot relinquish the responsibility — whether we like it or not. Someday it will come back to haunt us.

I can only make my voice heard in a small way by writing to you, but I can make it felt (alas, also in a small way) by returning unfilled the request for contribution to the Alma Mater Fund (to which I have been contributing faithfully for the last few years).

George R. Arellano, BEng '56
New York, N.Y.

I am presenting these thoughts to you for your consideration after receiving the January 1968 edition of *The McGill News* and seeing the picture of the little Eskimo boy which accompanied the story "Life among a 'lost people'."

I grew up with a tradition which gave the greatest respect to the persons of others and especially to that of children. Because of this tradition it seems the greatest disrespect to show a picture of a child, or others, undressed. No doubt there are many reasons for treating children's bodies modestly but I think the one which might be most important to all of us is the application of the Golden Rule — "Do unto others as you would have them do unto you." We cannot expect respect from others unless we give it to others at all times and under all circumstances.

Monica Mooney, DDS '51
Saint John, New Brunswick

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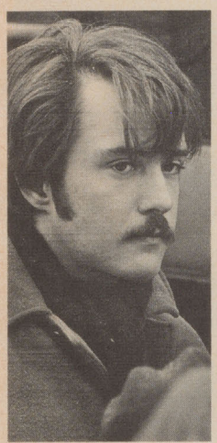
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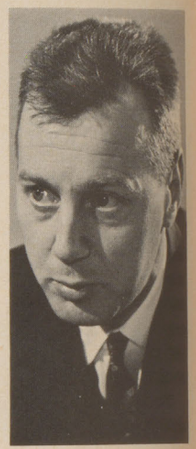
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What the Martlet hears







Campus Interviewing and the War

In mid-February, after Senate and the Students' Council had adopted a non-discrimination policy with respect to campus interviewing by "*bona fide* employers", a student organization known as the "Association at McGill to End the War in Viet Nam" organized a march to the Placement Service to protest the presence there of Hawker Siddeley Company interviewers.

Led by the group's acting chairman Barry Crago (*above left*), a Connecticut Yankee in first-year Music at McGill, less than 100 students and sympathizers — some dressed in grotesque masks and costumes — marched peacefully from the lower campus to the Placement Service's University St. offices carrying a "coffin" labelled "Viet Nam Pavilion" which was plastered with photographs of dead Vietnamese and their ravaged countryside. One protestor, complete with battle dress and rifle, carried a bucket of red paint (symbolizing blood) which he sprinkled on the ground ahead of the procession; another wore a "blood"-smeared sheet and top hat, and carried a sign which read "Board of Governors."

Behind locked doors at the Placement Service, officials and University security men waited; outside, at the head of the stairs, a small band of engineering students stamped their feet to keep warm in the sub-freezing temperatures (*see cut*). When the demonstrators finally arrived and tried to make their way to the doors of the building, a brief scuffle sent one engineer flying down the stairs and the protestors were kings of the hill.

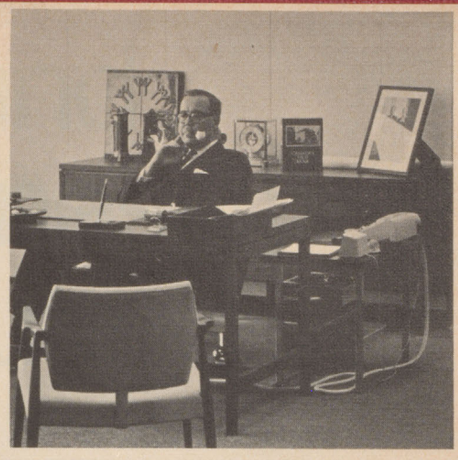
To the amplified sounds of *The Ballad of the Green Berets* blaring from a neighbouring fraternity house, Barry Crago and other march leaders attempted to address the crowd. Soon a police ambulance slid to a stop on University St. and called in reinforcements. Police cars, paddy wagons and motorcycles converged on the scene in a superfluous show of force, but there was no trouble. Crago, who wasn't about to tangle with the cops, moved to one side and announced that the demonstration was over, and shortly afterwards Placement Director Rowan Coleman appeared on the steps to inform the demonstrators that the Hawker Siddeley men had left an hour before and would not be returning. In a last-ditch effort at protest, a bespectacled girl in a trench-coat threw the remaining red paint at the building, decorating herself in the process. Later, two students who said they had participated in the protest, turned up in Rowan Coleman's office to apologize for the paint-throwing incident and to help clean up the mess.

The demonstration got headlines in local newspapers and national TV: "Peaceful March Turns Violent" trumpeted the *Montreal Star* (which had two reporters and a photographer at the scene), and went on to describe it as a "near-riot". It was hardly that, but the protest renewed interest in the interviewing issue, and a motion to rescind the earlier open campus policy was put to the Students' Council a few days later. Council took it to the students at large in a referendum on February 28, but they voted overwhelmingly in favour of non-discrimination.

The war in Viet Nam received a different sort of treatment from Dr. Alje Vennema, MD '62 (*above right*) when he came to McGill in January to receive the Graduates' Society's Distinguished Service Award. Head of the Canadian Government medical team in Viet Nam, Dr. Vennema was kept busy during his two-day visit with lectures, luncheons and endless press conferences. His most moving address, however, was an unpublicized talk to McGill medical students in which he outlined some of the problems which beset his patients in Quang Ngai. Almost matter-of-factly he showed slides of his patients and described their diseases in horrifying detail: malnutrition, tuberculosis, plague — and, of course, the inevitable war casualties. Of the latter, Dr. Vennema estimates that 50-55% are caused by artillery fire, 25-30% by bullets, 10% by grenades, mines and bombs, and another 10% by napalm and exploding gasoline.

Speaking from a humanitarian rather than a political point of view, Dr. Vennema stressed the need for public health services and preventive medicine in Viet Nam. Everywhere he went his message was the same: "The man in the underdeveloped country wants to be accepted as a dignified human being," he said. "If we fail to face up to the challenge of the tremendous needs of underdeveloped nations such as Viet Nam, we in the Western world will be the losers. The strength of our society is determined by the willingness to grow, to give aid when it is needed."

When the *Tet* offensive broke out in February, Alje Vennema cut short some further medical studies in Amsterdam and hurried to



Robert F. Shaw, BEng '33, McGill's newly-appointed Vice-Principal (Administration).

Saigon to aid his "adopted" people in their new crisis.□

Discipline: Round Two

The case of the 28 students who broke into the Principal's office last November came before the Senate Committee on Student Discipline in February.

Justifying their actions, the students individually presented a wide range of reasons which the Committee report said "were not entirely consistent, one with another." However, it noted, they "reflected a dissatisfaction with the system of authority and government in the University itself."

The Committee was impressed by "the seriousness of the students and by their sense of frustration concerning the lack of communication between themselves and the University Administration," but stated that "in all honesty they [the students] must recognize that considerable progress has already been made towards a recasting of the governmental structure to take into account the realities of the University as it exists today."

The Committee further emphasized that "freedom of expression and the right to espouse causes is a precious heritage that must be preserved on university campuses," but warned that "stepping beyond the line where demonstration becomes force cannot be condoned in a free community because it denies the legitimate freedom of other members of the community."

The students were placed on conduct probation — a non-punitive measure to guard against future offences — for the duration of this and the next academic year.

The case of librarian Jan Weryho, the only staff member to participate in the sit-in, was heard separately by Dr. Robertson and senior faculty members. Weryho was reprimanded and placed on conduct probation.□

Graduates Named to Key Posts

Principal Robertson recently announced the appointment of two graduates to newly-created administrative posts at McGill. Robert F. Shaw, BEng '33, presently Commissioner General of the Canadian Corporation for the 1967 World Exhibition, has been named Vice-Principal (Administration), and will begin his duties sometime this summer once he has discharged his responsibilities to the Corporation.

Alan C. McColl, BCom '47, Comptroller of the University since 1964, has been promoted to the position of Director of Finance, effective immediately.

Shaw thus becomes McGill's third Vice-Principal (along with Academic VP Michael K. Oliver and Planning and Development VP Carl A. Winkler). Under the terms of his appointment, he will coordinate and supervise all non-academic activities of the University. As Finance Director, McColl will assume responsibility for all aspects of the University's financial operations, including budgets, investments, accounting, data processing and allied activities.

Commenting on the two senior appointments, Dr. Robertson said that they were made "to add strength to the administrative structure of the University in this period of expansion and change.

"The University is particularly pleased that Mr. Shaw has decided to accept this new position," he said. "His vast administrative experience in industry and with Expo 67 will contribute greatly to the University's effective development in the important years ahead."

The new Vice-Principal has already served the University in a number of capacities, including that of President of the Graduates' Society two years ago. He is currently one of the Society's representatives on the Board of Governors.□

Learning to Teach – and Learn

Two years ago, when the Arts and Science *Course Guide* first appeared, it caused considerable comment on and off the campus for the way in which it candidly exposed few virtues and many faults of both professors and their courses. More than a simple evaluation of course content, the *Guide* pointed up the fact that some professors, at least, are guilty of dull lectures and sloppy teaching. The result tends to be students who are bored, restless and who lack motivation to learn.

In an effort to bring teaching methods up-to-date — and to involve students more fully in a true learning process — McGill has created a new academic department called the University Department of Higher Education. Expected to begin operation in time for the 1968-69 session, the Department will: undertake basic consideration of the nature of higher education and its changing role in contemporary society; assemble and assess up-to-date information on new theories, techniques and procedures pertinent to university education and encourage discussion of their validity at McGill; provide advice, through consultation when it is sought, to faculties and departments, to committees, officers and individual teaching professors; and concern itself on McGill's behalf with the training of teachers for the CEGEPS (Colleges d'Enseignement Général et Professionnel).

The early stages of the Department's development took place about a year ago as a result of discussions between representatives of the students and the Educational Procedures Committee of the University. Planning was assigned to an *ad hoc* committee composed of Profs. Miles Wisenthal, Education, D. Bindra, Psychology, K. L. S. Gunn, director of research for planning and development, J. S. Marshall, Meteorology, and Dean H. D. Woods of Arts and Science.

Working under the direct responsibility of academic vice-principal Michael Oliver, the Department will be staffed by both full and part-time specialists operating through staff seminars to acquaint professors with a variety of techniques and procedures and provide collected information and research findings. It will also conduct an assistance programme in university teaching for new professors at an early stage in their teaching careers, and a series of studies based on particular requests from faculty. Such studies would include course design, actuarial prediction of student performance, technological aids to education, the use of examinations, academic counselling, and technical aspects of curriculum development.

Pilot programmes in course design have already been underway for a couple of years. Following a student-organized conference on teaching affairs in 1966, Donald Kingsbury, a lecturer in the mathematics department, worked closely with the students on an experimental project in course design. With a budget of $960 from the Students' Society, Kingsbury undertook the project because, he says, "McGill at that time had no systematic programme of learning research and development able to test new teaching strategies or help its staff design effective courses." He adds frankly: "It was a joy to be confronted by student minds alive to the new educational technology."

Kingsbury's recently-released report suggested that the critical importance of course design lies in the inducement of "learners" to

Martlet/continued

become "conscious of the relationships between values and environment — the necessary prerequisite for formulating new values reflecting their real needs." Although the project was only an exploratory probing of the problems it showed that improvements are possible, but that more research is necessary. Kingsbury is currently on a one year leave of absence to work on improved course designs for his department.

Another experiment that is already paying dividends has been in operation in the geography department since the Spring of 1967, when Dr. John C. Foote received a small grant from Miles Wisenthal's Educational Procedures Committee to review and revise the first-year introductory course. During the summer, a graduate student prepared the materials to be used and a complete outline of lectures, reading materials and field trips was published before registration to give the incoming freshmen the objectives of the course. Leftover funds were used for visual aids and experiments in programme learning exercises during the year. About 240 students were involved in the project.

The results so far have been impressive. Says Foote: "Exams and labs show that 75% of the class is obtaining 100% of the objectives of the course, well above the normal level at this time of the year. The whole thesis of our introductory course is on learning," he adds, "but we have a lot to learn too. We are limited by lack of funds, staff and expertise, and there are a lot of things I want to do but can't because I don't know how to go about it."

The creation of the new Department of Higher Education should help. "Hopefully," says Miles Wisenthal, "it will provide a milieu where people who share Kingsbury's and Foote's interest can be called upon to provide the necessary expertise."□

First Medical School for Kenya

In February, Principal Robertson and Dean of Medicine Dr. Maurice McGregor announced that McGill will assist Kenya during the next two years in the development of its first school of medicine. The project is part of a larger plan whereby Canada will provide $1,627,000 to Kenya over the next five years. McGill's role in the unique medical education programme will be handled by the University under contract to the External Aid Office, and will cost upwards of $600,000.

Canada's effort to assist Kenya began in 1963 when the Minister of Health and Housing there invited Drs. Douglas Cameron, MD '40, William Storrar of the Montreal General Hospital and Dr. Alan S. Ross, MD '27, chairman of the department of paediatrics at McGill to visit the East African country. The Canadian government acted on the recommendations of their joint report, and assigned McGill the task of assisting University College, Nairobi, in the establishment and development of two departments: paediatrics and internal medicine. For a two-year period beginning in July, each department will be staffed by a team of four doctors (an associate professor, two assistant professors and one lecturer) responsible for a teaching unit of between 40 and 50 beds at the College's teaching hospital. In addition, the teams will assist in the selection of Kenyan doctors who will take over from their Canadian teachers following post-graduate training in Canada.

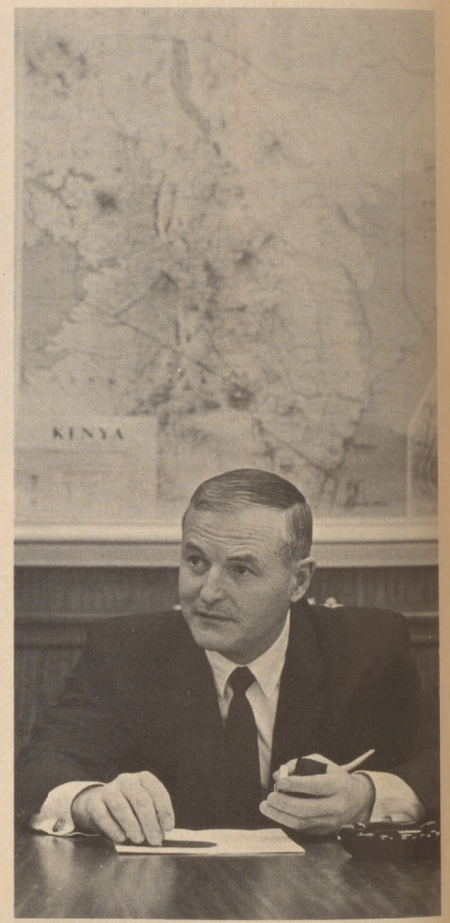
Dr. Cameron, chairman of the department of Medicine and director of the University Clinic, MGH, has been appointed director of the McGill programme. John G. T. Roberts of the administrative staff of MGH will serve as executive assistant. Advisory committee members include: Dr. John Beck, BSc '45, MD '47, MSc '51, director of the University Clinic, RVH; Dr. Storrar, medical director of MGH and consultant to the World Health Organization; J. H. Holton, secretary of the McGill Board of Governors; and Dean McGregor.

The director of the McGill programme, Dr. Cameron, says the project will have a great impact on Kenya and East Africa. Until now, the only medical school in East Africa has been Makerere College in Uganda, which has supplied doctors for Kenya, Uganda and Tanzania. Some clinical teaching has already been shifted to Kenyatta National Hospital as the first step in establishing the new school. The expansion of medical training facilities is given high priority in East Africa, where a population of some 27,000,000 is served by fewer than 2,000 doctors. Says Dr. Cameron: "We expect the Kenya experience will provide us with a model by which existing medical schools like McGill can provide personnel to assist in the establishment of new schools in other countries in a much shorter time than has normally been the case."

Recruitment of the McGill team is underway, and to date three members have been named: Dr. H. S. Mitchell, internal medicine specialist at the MGH; Dr. Lorne Shapiro, BA '34, MD '39, assistant professor of medicine, RVH; and Dr. John Charters, BSc '33, MD '44, paediatrician at both the Lakeshore General and MGH. Dr. Mitchell will head the teaching team in the new school's department of internal medicine, and Dr. Alan Ross will set up the paediatrics department early in 1969.

The McGill doctors will go to Kenya as part of their teaching assignment at the University, and will continue to maintain their rank and tenure in the Faculty. Provision has been made for them to take their families to Nairobi.□

Dr. Douglas G. Cameron, MD '40, announcing McGill's role in Kenya's medical education.



Engineering: Of men and machines in the computer age

A look at the Faculty's record over the last decade, its current activities and plans for the future under a new Dean.

"I would prefer to see a sound first degree based on mathematics, physics, chemistry and the humanities as a pre-requisite to engineering," wrote the new Dean of Engineering recently. "The Faculty of Engineering would then have to compete with other Faculties for these students who would now be more mature and able to decide whether engineering, physics, mathematics, business administration, etc. was the discipline in which they wished to make their career."

Such are the opinions of Dr. George Lee d'Ombrain, Macdonald Professor of Engineering and former chairman of the department of electrical engineering, who will succeed Prof. Donald Mordell as Dean this June. Born in England, Dr. d'Ombrain was educated at the Imperial College of Science, University of London, where he received both his Bachelor's and PhD degrees. He came to McGill in 1958 from Battersea College of Advanced Technology (University of London), where he was head of the department of electrical engineering. Prior to that he had been in Egypt to set up a similar department at the University of Alexandria.

His ideas about engineering education, he says, are not new ("Harvard has been running a programme in this form for a few years"), but their possible application at McGill would mean a "considerable Faculty rethinking of its position, and the changes involved would take several years to implement." D'Ombrain feels that it is no longer possible to base an engineering school on the "vocational concept" which suggests that an "educated and useable man should result from a five-year engineering degree programme. Engineering in its fullest context," he says, "can only be maintained in a modern sense by its practice."

The new Dean's approach to modern engineering can, perhaps, be illustrated by his chief area of study and research: control engineering. He is currently completing a one-year sabbatical leave at Harvard with the Automation and Technology research group, which is looking into the interface between man and machine from the sociological, psychological and technological points of view. His specific interest is the effects of the computer on teaching and learning, with particular emphasis on computer languages, both written and visual.

When he returns to McGill to begin his new job, he will have the help of three associate deans (in addition to the departmental chairmen): Dr. T. J. F. Pavlasek, planning and development; Dr. H. H. Yates, academic; and Dr. W. Bruce, student affairs. As their titles imply, the three men will act as extensions of the Dean's office in mapping out plans for efficient use of space, curriculum evaluation and change, and the academic and personal problems of the students.

The day-to-day work in the individual departments will, of course, still be under the guiding supervision of their respective chairmen. A review of the departments' activities gives a broad picture of the current work going on at McGill:

Chemical Engineering

Four years ago, when Dr. G. A. Ratcliff became chairman, he faced two major problems: the provision of adequate staff for a top-flight teaching and research programme, and the accompanying need for more space and equipment.

Today, Dr. Ratcliff has a full-time staff of ten, plus five senior engineers from local industry as part-time lecturers or research associates. Changes in the undergraduate curriculum may account for a doubling of students in the regular and honours programmes. Research in widely differing fields such as fluid mechanics, heat transfer, thermodynamics and polymer engineering, is often stimulated by close staff contact with industry — a requirement, Ratcliff feels, for the proper professional development of his staff. The chairman himself is working on several projects, one of which is precipitate flotation, a potential method of removing trace minerals or pollutants from streams.

Civil Engineering

The last decade has seen a swing away from civil engineering toward other fields but, says Prof. J. O. McCutcheon, "with an increasingly large proportion of the gross national product being spent on urban services such as transportation, water and waste control, air pollution and so forth, it appears probable that the pendulum of student interest will again swing to civil engineering."

In common with the other departments, the undergraduate curriculum has been re-structured in the last five years. "Our approach to this problem," says McCutcheon, "has been to provide a separation between those students



Newly-appointed Dean of Engineering Dr. G. L. d'Ombrain, right, makes a point to technician J. B. Turley on the occasion of the latter's retirement party after 46 years' service to McGill.



Opposite: Departmental chairmen gather for a portrait in the Engineering library: l. to r. Dr. G. W. Farnell, PhD '57, electrical; Prof. F. T. M. White, mining; Dr. G. A. Ratcliff, chemical; Dr. R. M. Williams, metallurgical; Prof. W. Bruce, mechanical; and Prof. J. O. McCutcheon, BEng '49, MEng '55, civil.

Of Men and Machines/continued

who are primarily interested in structural mechanics and others whose interests lie in the environmental sciences. This separation has permitted a considerable advance in training in the two directions."

With a research budget of nearly a quarter of a million dollars, the department's laboratories have undergone a thorough modernization, and now reflect the current centres of interest: structural models in concrete; soil mechanics under dynamic loadings; blast, vibration and earthquake problems; environmental pollution problems; rheological studies, and fatigue work, to name a few. Computers are extensively used, both for undergraduate problem analysis and for graduate research.

Electrical Engineering

For many years preceding the war, electrical engineering was based on a sole industry — electric power and ancillary activities — but afterwards branched out somewhat to cover power and communications. Curricula reflected this trend by offering options on "heavy" and "light" current, but the past decade has seen a much more dramatic change as electrical engineering has ceased to be based on any single industry or simple combination of industries.

Because electrical engineering interacts with many contiguous fields (e.g. biomedical, instrumentation and measurement, industrial problems, computational science, physics), the undergraduate concentrates more and more on general methods and fundamental ideas before moving on to specialized training. Over one-third of last year's graduating class went directly into further full-time training, either in company-operated schemes or in graduate schools in engineering or business, and experience shows that many of the remainder will return to formal studies of one form or another later in their careers. Forecasting the growth of his department until 1978, chairman G. W. Farnell says: "The undergraduate enrolment should increase by about 50%, and if we attain the California figure of one-half the graduating class entering graduate school, our enrolment would be well over 200. To meet these problems, we'll need a steady growth in staff of about two professors per year, bringing the total to about 32 by 1978."

Staff problems may be partially solved by joint appointments in overlapping areas, such as computational science. In the meantime, the staff has gradually coagulated into loose research groups in such areas as control, power, solid state, networks and systems, and microwaves, which result in a "productive interchange of ideas and equipment."

Mechanical Engineering

Prior to 1957, research in mechanical engineering was mainly in the fields of gas dynamics and heat transfer (in which Dean Mordell played a leading part with his investigations of the coal-burning gas turbine at the Gas Dynamics Research lab at Macdonald College). Since then, research has diversified to include aerodynamics, supersonic and hypersonic propulsion, combustion physics, aeroballistics, visco-elastic and vibrational behaviour of mechanical systems, and friction, lubrication and wear in mechanical systems.

Looking to the future, the department expects to investigate ultra-sonic grinding methods, digital computer and punched tape control of machine tools, and the sophisticated science of fluidic control systems. It will also work on computer and graphic display methods applied to the teaching of graphics.

It is worth noting that, of the 16 PhD's and 68 MEng's graduated in the last ten years, 27 now hold teaching positions in Canadian, American and foreign universities.

Metallurgical Engineering

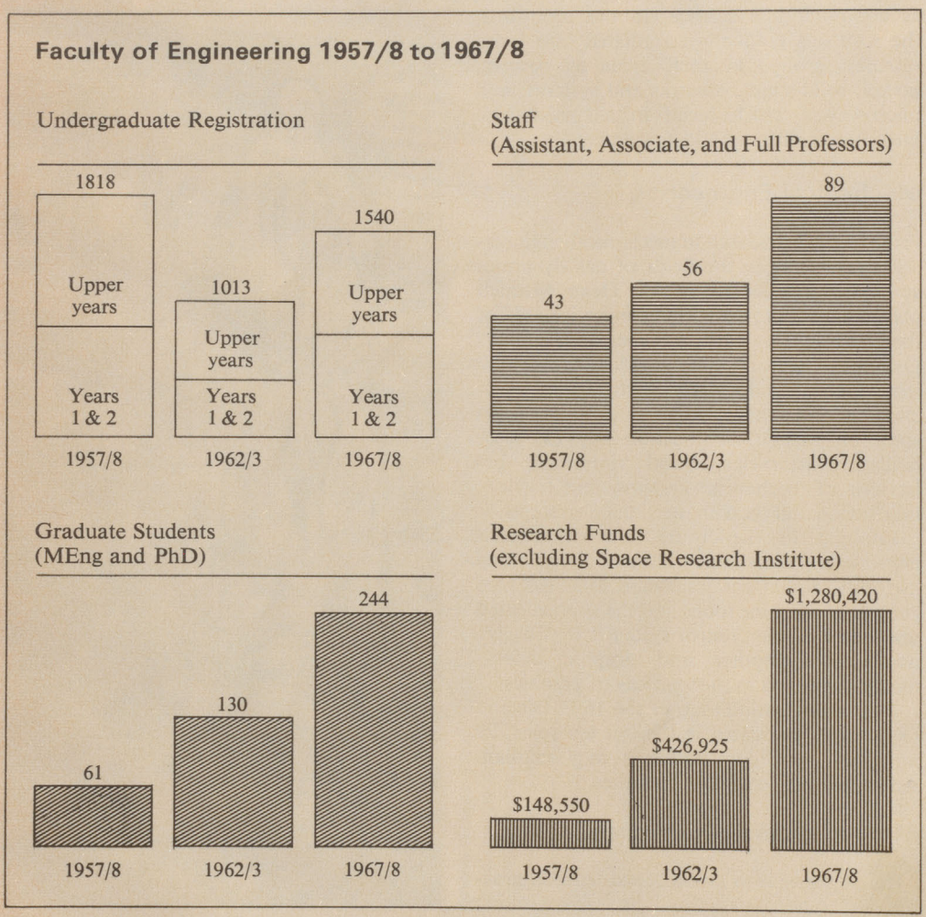
"The objective is to give a broad 'general practitioner' type of training," says department chairman Dr. R. M. Williams. "This has the advantage to the graduate that he can turn his hands and brain to many types of jobs in an industry that is largely vertically integrated, from mine through smelter and refinery to fabricating plant." This philosophy, says Williams, has the support of undergraduates and graduates, some of whose suggestions have led to a greater emphasis on unit operations in metallurgy and this year to the introduction of a short course in powder metallurgy.

Research activities in the field had fallen behind those in the rapidly developing universities in Ontario and the Western Provinces, but with nearly $150,000 in research funds this year (vs. $9,500 in 1958), the department has been building up its equipment to support the varied projects. The latest addition to the department's facilities is an electron probe microanalyzer, a $100,000 super instrument capable of analyzing materials at specific points as small as 1/10,000 of an inch in diameter. The device joins a select group of sophisticated instruments such as a high frequency melting unit, an Instron tensile testing machine and x-ray fluorescence apparatus. An electron microscope is on order, and a major re-equipping of the mineral dressing laboratories — a widely neglected area of study — is being undertaken.

Four full-time research associates have recently been appointed to reinforce the research efforts of the teaching staff and, says Dr. Williams, "a strong effort has been directed towards obtaining first-class analytical equipment to support work in mineral processing and chemical aspects of metallurgy."

Prof. John Bland, BArch '33, director of the School of Architecture.





Of Men and Machines/continued

Mining Engineering

McGill was the first Canadian university, and the second in North America (after Columbia) to establish a degree course in mining engineering in 1871. The Chair in this department was one of the original Macdonald Professorships, and the first was held in 1896 by Prof. J. B. Porter.

Prior to WW II, the department was one of the largest and most active in Canada, and in the immediate post-war period played a very important role in the training of veterans under the scheme for rehabilitating military personnel. In 1961, Applied Geophysics was added to the department's activities, but about this time undergraduate interest in mining began to decline owing to the emergence of new facets of professional engineering.

In 1965, Prof. F. T. M. White of the University of Queensland, an originator of several newer approaches to mining education in Australia, was invited to McGill to make suggestions as to future policy. Eventually, he joined the staff as Macdonald Professor and chairman of the department. Under his direction, expanded research activities have widened the scope of projects available for the MEng and PhD degrees, notable in mining environmental studies such as mine ventilation, noise and vibrations and underground illumination. Considerable interest has also been stimulated in the psychological and sociological aspects of the field through contacts with other disciplines. The establishment of the Institute for Mineral Industry Research at Mont St. Hilaire has facilitated studies in various areas which were not possible on a confined, city-sited campus. A new research section dealing with the special problems of "arctic" mining is in the process of being established, and plans are being developed in mining economics and operations research applied to mineral industry problems.

School of Architecture

In 1956, the school of architecture operated in part of two old houses and a basement flat on University St., an example of what director Prof. John Bland calls "the old American chestnut that a school of architecture is a kind of gas that could fill any available vacuum." Although the school graduated the same number last year (17) as it did ten years ago, it can boast that two former members of its staff had the good fortune to shape new university schools of architecture: Guy Desbarats, BArch '48, at the University of Montreal, and Douglas Shadbolt at the Nova Scotia Technical College. In addition, says Bland, "young graduates of the past ten years have been busy improving and adding to the face of Canada, particularly in the form of theatres, schools and commercial buildings. Some have shaped new landmarks in Montreal and even in the heart of McGill. And of course our graduates were not inconspicuous in the design of Expo 67."

Recently, the school has had problems in limiting enrolment and selecting students, but the present endeavour to modify the long sequence of required courses through six years to the professional Bachelor's degree in a flexible, creative way is being supported. "Now," says Bland, "the revolutionary idea is being explored of setting up a non-professional degree for some students who, for one reason or another, may have lost interest in regular studies. The introduction of CEGEPS and the elimination of the first year are further changing circumstances under study.

"The major problems ahead stem from developments in engineering which tend away from applications of science in situations such as buildings," Bland says. "These may well bring up the whole question of the school's position in the fabric of the Faculty. But in all of these matters there has been an atmosphere of sympathetic interest and willingness to find the best possible solutions."□

Engineering: The student point of view

by James S. Clift, BEng 5 President, Engineering Undergraduate Society

Why is there student unrest? What do the students want? Should students be listened to, or told to shut up and stop rocking the boat?

To students, the most important function of the university is to educate, and we want to improve the presentation and type of courses. Presently, all attempts at a more efficient education, at constructive and realistic changes, are hampered by an academic attitude outdated by 20 or more years — attitudes which include ideas like tenure, academic immunity and academic equality and superiority.

Despite this handicap, the Engineering students and executive have excellent relations with the faculty. The students "Curriculum Committee" collects information on courses, and professors and the students meet regularly with faculty members for informal discussions, chaired by the Dean himself. As any change in particular courses must come through one of the six departments that make up the Faculty of Engineering, it was decided recently to branch out from the central student-faculty group into separate groups within each department.

Also this year, with the help of the Dean and faculty members, the Engineering Undergraduate Society (EUS) organized a first year one-hour-per-week tutorial and counselling programme. Each group of 25-30 students was assigned one 4th year and one 5th year student, and one or two professors.

Although the tutorial and counselling programmes have been successful, they are just bypasses of the real problems. There must be a complete change in the concept of Engineering Faculty management before there will be the necessary educational improvements.

To start with, a strong central "administration" office of the Dean is required. At present the Dean and his administrative colleagues act as equals directing equals, with no formal powers over the faculty members. They administer by respect only. Therefore, those people are appointed mostly on their academic record, usually based on their achievements in research and development. They have no formal training in the handling of people, of directing what amounts to a district office with six branch offices, or of acting as arbitrators in disputes between the different departments or within a particular department. The qualities required of this type of "leader" are very different than those required for being a good professor or research director.

There still exists the archaic idea that an academic is the only person capable of understanding academics, and any suggestion of an "outsider" in the administrative position is consistently and strongly opposed. The Dean's office and the Departmental Chairmen set the atmosphere for change and improvement, and give direction. The various committees and professors supply the ideas.



Why then have an academic in an unfamiliar role when a trained administrator can probably do a better job?

The Dean's office should assess the progress of each department, and rate the ability of the department chairman — exactly as a business rates a manager — on productivity. The differences in the types of education process and professors among the six departments (excluding the School of Architecture) is due mostly to those appointed as their respective chairmen. The remainder of the academic staff is also often badly placed and directed. But today, when a department is obviously not progressing as it should, a few minor changes are made. This evades the problem, that of the wrong people in the wrong place.

In my assessment three departments are above water, one is struggling hard, and two have sunk badly. People who mean well, who work 20 hours a day, but in the wrong direction, do more harm than good. Yet there is little control, little evaluation. They are protected by academic freedom, by the sympathy of their colleagues, by tenure, a binding contract that hampers corrective action. And we, the students, are the ones also who lose.

I realize that a university has certain special aspects that makes it not completely analogous to a business. Research value is hard to estimate; productivity is based on an unstable medium, the student, with the complex variables of the different aptitudes of each student and professor.

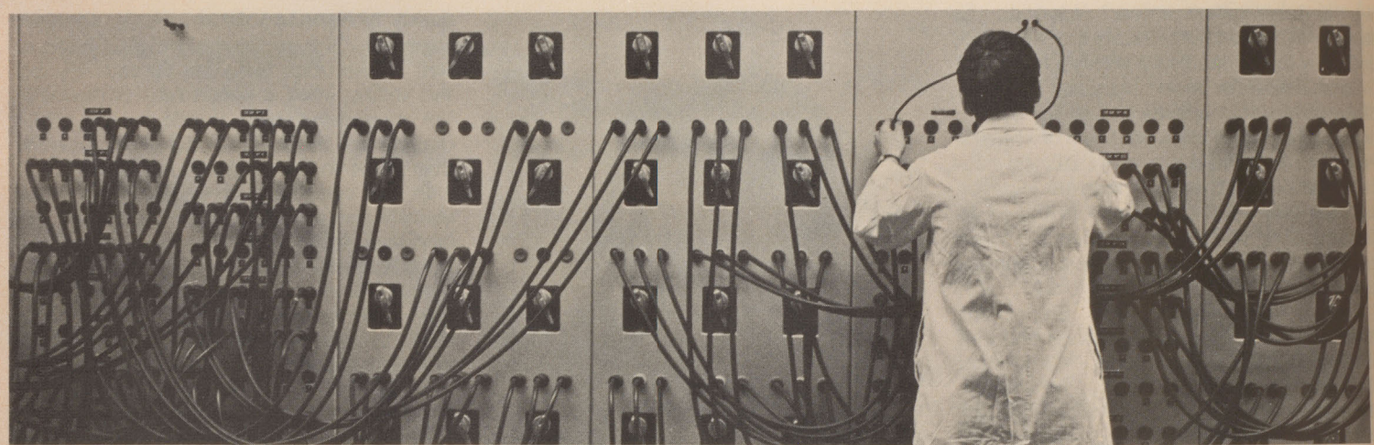
But the work of an administrator is to put the people in the jobs to which they are best suited, and disposing of those who are harmful or redundant. This helps the individual and the system. At present there are very few good administrators in the Engineering faculty.

Some of those who now perform this work are, I feel, very uncomfortable. They are good men, honest men, but are wasting their talents, losing their enthusiasm. Some others are unaware that they are out of their field entirely.

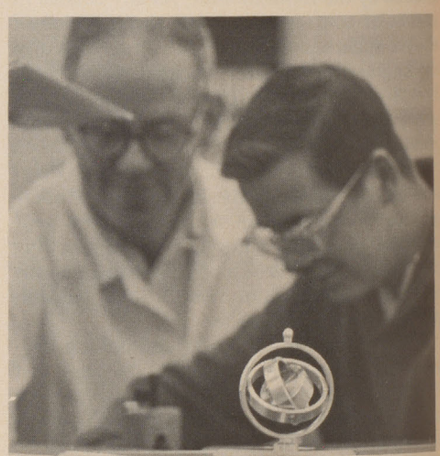
In no way am I criticizing the people who carry out this work today. On the contrary, I am sorry that their time is taken up by matters unrelated to their abilities, and being frustrated and humiliated by problems that they are not trained to handle.

Until there is effective administration of personnel in the Engineering Faculty by people properly trained in this field, there will be unrest. Academics must face the reality that administrators have a place in the university structure, an *agreed* place. Both students and academics must realize that any education system relies on personalities, and that no system is perfect. But that doesn't mean we shouldn't try to put a man where he will be the most effective. □

Engineering: From first principles to sophisticated research



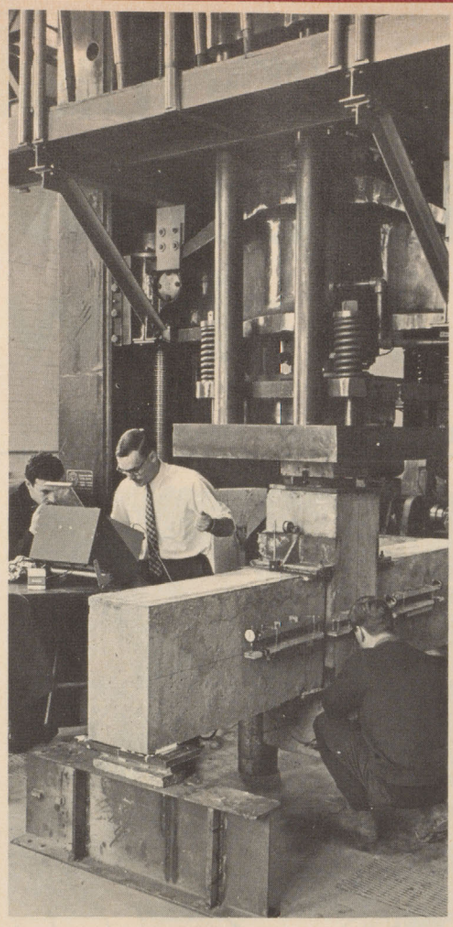




Top: Technician adjusts spaghetti tangle of wires on a giant control panel in an electrical lab.

Above: Safety glasses protect machine shop instructor Don Borland and student John Rugg, as the latter works on his third-year mechanical engineering project: making a gyroscope like the one in foreground.

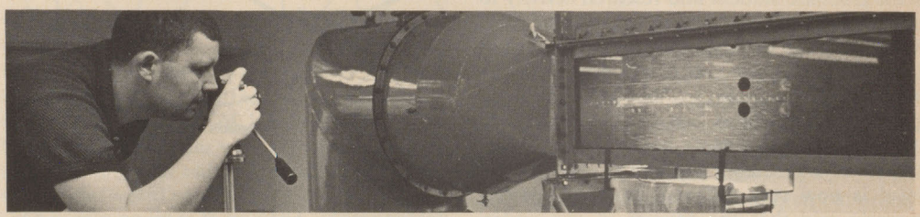
Left: Graduate student Wan Tai Yen from Taiwan makes a careful measurement during a mineral dressing experiment in a metallurgy lab.



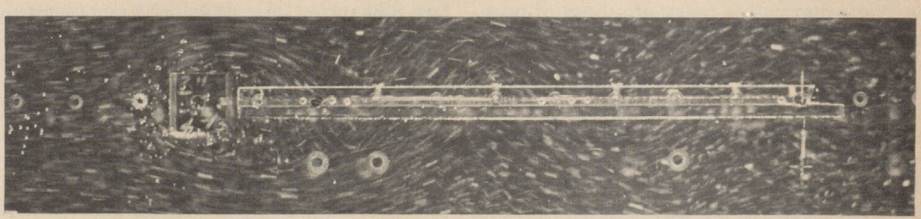


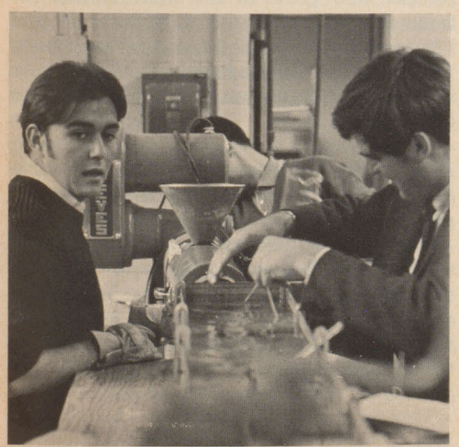
Right: Civil engineering professor Joe Nemec (in shirt sleeves) and assistants prepare to crush a reinforced concrete beam in the strengths-of-materials lab. Fissures appeared in weak spots as the load was increased (far right), and the beam finally collapsed under pressure of more than 40 tons.

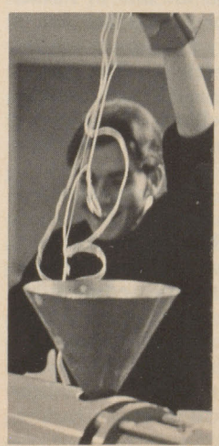
Below right: Mining graduate student Don Parker photographs turbulence in fluid flow in a McGill-designed water visualization tunnel. Light under the glass tank at right illuminates small polystyrene pellets rushing past the square block (in the photo beneath). Block represents a beam or other obstruction in a mine shaft, and by varying its shape Parker studies the effects of airflow around different surfaces. Such experiments will lead to better methods of ventilating mine openings.

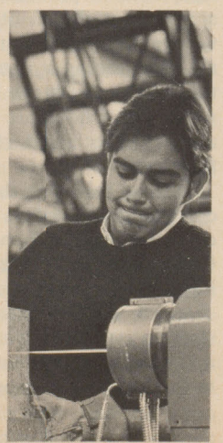


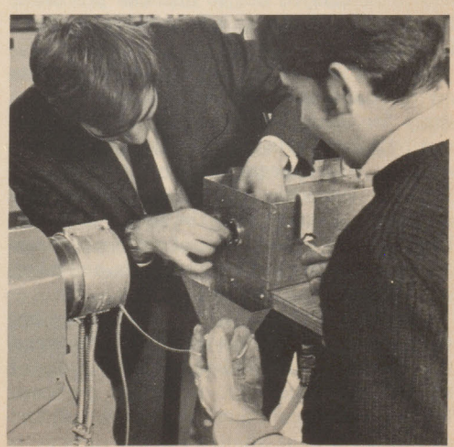
Below: An experiment goes awry in a chemical engineering lab. Fourth-year students Francisco Lara-Harrison (left) and Kim Stone watch anxiously as machine in foreground pulls molten plastic tubing feeding from extruder behind them through a cooling water bath. As the machine pulls too hard, breaking the thin tube of plastic, Francisco has a hot time handling the material (second left) and moving the water bath closer to the mouth of the extruder. Finally, the two students thread the plastic into the cooler and resume their experiment.











Engineering: Relinquishing a labour of love

by Dean Donald L. Mordell

In relinquishing the deanship of a large and important Faculty of the University after eleven years it is, perhaps, not unnatural to look back to see what has happened. My period of office has been a most exciting one in the history of engineering education. The changes in this field have reflected those in the profession, which has seen the development of many new aspects of engineering practice, new techniques and methods by which to accomplish them.

Faculty has been completely rebuilt in the past decade on lines which make some considerable departure from the patterns of the past which had reflected our earlier pre-War history with the combined effects of the depression, the War, the veterans rush after the War, and acute financial shortages. The most obvious change, perhaps, is the development of a large-scale graduate student and research activity to a level some six times greater than that of 1957. What is not so obvious, but just as significant, is that the undergraduate curriculum, although superficially maintaining the same outward pattern, has changed out of all recognition. Many experiments have been tried and evaluated as a precursor to change. The general level is now very different, in that it is frequently said that the courses in our undergraduate curriculum today are those of post-graduate courses not so many years ago.

Considerable study has been made of the value of the techniques of instruction in the humanities as part of the curriculum, and one technique was tried for a number of years. It was abandoned only because it was expected that a much improved one would be introduced, and it is most unfortunate that this has had to be delayed due to financial problems, but it is hoped that it will arrive in the near future.

The problem of exciting freshmen students on the one hand, and encouraging them to study for themselves on the other, has been met by joint efforts from staff and upper year students, and appears to be most promising. The complementary problem of providing stimulation for students in the upper years has been met by a wider choice of optional courses and courses at more advanced levels, and many experiments are continuing.

I am proud that, at a time when there appears to be much conflict between students and the University, the students in the Faculty of Engineering some three years ago proposed better means of communication with staff, and as a result a joint Student-Faculty meeting is held monthly. Although it is by no means perfect, it has provided most valuable communication and better mutual understanding, and is now being further extended to the departmental level to make it even more effective in specific curricular discussions.



The object of all our endeavours is to provide for young people a better preparation for life. It seems very clear, from contacts with our past graduates, and by knowledge of how they fare, both in professional life and in further academic studies at other universities that, if we are still unfortunately not yet perfect, we are really doing a pretty fair job. The reputation of Faculty stands high. All of the departments and schools are well and widely known and the specialized research institutes have flourished.

During this time the University itself has changed considerably. As one of the authors of the original Cohen Report on University Government in 1957, it has been most interesting to see how the structure of government has changed. In 1957 there was need to involve staff; in 1968 the cry is to include the students in the government mechanism. I am one of those who believes most strongly that students can contribute a great deal to the University, and indeed should run their own affairs to a large extent. However, I also believe that when the time arrives that a student knows better than his professors what particular curricular pattern will give the best preparation for life, then he has reached the stage when he is no longer a student but is a graduate of some years' standing. If he really knew best before he came to University, he is wasting his time. In Engineering, our discussions with the students told us much about the teaching of courses, and have helped us immeasurably, but they have contributed nothing to the overall pattern as distinct from the detail. This is not said as a complaint in any way, but is a pretty obvious fact.

The life of a Dean at a big University is interesting. It is challenging and it is fun, and it is intensely satisfying. To meet one's former graduates is a constant source of pleasure which provides a real reward for one's labours. The time has come at McGill as at other Canadian universities, when the post of Dean becomes one to be rotated at regular intervals. This, combined with the fact that, what one might term a major cycle in the evolution of Faculty had been successfully completed, suggested relinquishing the labour of love I had so much enjoyed. If I have indeed accomplished anything, it has been because of the great support and encouragement of the students and the staff of the Faculty, both those who teach and those who help the teachers. The Engineering Faculty has been well supported by the Board of Governors and by two Principals who have made it possible for the great developments to unfold.

I am completely confident that Faculty will prosper and grow in the future under the leadership of Professor G. L. d'Ombrain, and I hope and believe that he, and his successors, will find — as all good engineers should — a firm and solid foundation upon which to build. □

Editor's note: Although Prof. Mordell is retiring as Dean, he will return to teach at McGill next year after a sojourn to the Far East, Australia, India, Russia and Europe. After teaching at Singapore Polytechnic for six months, he will "take the opportunity to catch up with my technical studies and sort out my perspectives." An avid and experienced pilot, he is "looking forward to flying around various parts of the world."

New link with the world of business

Schools of Commerce and Business combine to form a strong academic unit.



Dr. Peter C. Briant, left, director of the School of Commerce and Prof. P. J. Sandiford, director of the Graduate School of Business, discuss plans for the new Faculty.

McGill has a new Faculty, as yet unnamed, which will combine the Commerce Division of the Faculty of Arts and Science and the Graduate School of Business. No Dean has been appointed, but it is expected that the new Faculty will be in operation by June and ready to receive students next September. According to Dr. Peter Briant, BCom '51, director of the School of Commerce, it will "link the basic disciplines and research at McGill with the world outside to improve the management of business organizations through teaching people an understanding of situations, machines and men."

Only five years old, the Graduate School of Business has operated since its inception with an "integrated curriculum", a plan whereby students are able to relate various disciplines to each other and to business problems. The curriculum planners reasoned that, if the decision-making process in modern business firms will increasingly involve all relevant experts, off-the-cuff decisions by the boss will be replaced by studied decisions of committees, where many kinds of expertise are combined and where each member of the committee understands the others. Thus, emphasis is placed on improving the students' analytical ability in recognizing and solving management problems within the framework of a mythical company environment.

When the School of Commerce was established in the 1905-06 academic year, it offered commercial courses to train people as accountants, clerks and the like. Over the years, however, this aim has changed. The 1967-68 calendar states that the School is "not concerned to graduate students as qualified personnel managers, marketing specialists, or professional accountants."

The School's basic philosophy of bringing students with different academic interests together to examine the processes of decision-making within a social and industrial context, will be maintained in the undergraduate curriculum of the new Faculty. Says Dr. Briant: "Who knows at 16 or 17 whether he wants to be a manager or an accountant? No undergraduate degree should lock a person into a career. We want to incorporate the essential values of the liberal tradition into the programme of the Commerce student enabling him to identify with the experience and the thought of the past so that he can apply this to the creative work of his own future. We feel this provides him with a firm educational foundation for an ultimate position of leadership in the world of affairs."

One of the more interesting and practical applications of this philosophy is a student-run investment fund, which enables students to invest as they like in the stock market. The fund was established at McGill in 1966 through a bequest of $4000 (US) in memory of Herman Crown, an incorporator and director of Material Service Corporation of Chicago. In 1948 Herman Crown and his four brothers set up the Arie and Ida Crown Memorial in memory of their parents. When Herman died in 1962, the family apportioned part of the estate for a College Investment League "to broaden the financial and investment experience of undergraduate and postgraduate students majoring in business."

McGill is the first Canadian university to participate in the League which numbers some 19 American colleges among its members. One stipulation is that an annual report be sent to the Arie and Ida Crown Memorial showing how the money was used.

Although the fund is open to all 513 undergraduates in Commerce, only 10 are active participants. According to Prof. R. G. Laybourn, faculty advisor, the students have been very lucky in their investments. Most of the purchases have been medium grade or blue chip stocks such as Bethlehem Steel, Standard Radio, Dymo and Massey-Ferguson. After one disastrous experience, there is an unwritten policy among the student investors to stay away from penny mining stocks. But, says Laybourn, "the students are learning more and more, through research and talking to brokers, just what the investment business is all about. They did some foolish things at first, but unless they tried something completely nonsensical, none of their actions was vetoed. By last December, out of $4,279 there was an unrealized loss of $39 which isn't bad for a group of amateurs."

Dr. Briant echoes this attitude of *laissez-faire*. "Through practical examples like this, we try to show the students the consequences of their actions — how they and others will be affected by them. After all, in business as anywhere else, the buck has to stop somewhere."

When plans are completed the Faculty will be divided into two departments: Accountancy and Management. No change in the undergraduate curriculum is planned but, says Dr. Briant, the inception of the CEGEP's in 1969 will necessitate a shift in its orientations. "After completing two years at the Institutes, those students who continue on to University will expect a more professional course content," he says. "Training for a Commerce degree will be much like that for Law or Medicine. A student will take a year of Arts or Science before being accepted into Commerce, but the course will give him more extensive training than at present."□

Last Hurrah for COTC

The end of university military training in Canada signals "Last Post" for the McGill Contingent of the COTC

by Lt. Col. W. E. Haviland

After 56 years, the McGill University Contingent Canadian Officers Training Corps will officially close May 1, as the result of a decision by the Department of National Defence to cease University Reserve Officer training across Canada.

Three rousing hurrahs marked the end of a distinguished era of service for the COTC when, on February 3, about 90 ex-members of the contingent gathered in the mess at the Sir Arthur Currie Memorial Gymnasium to exchange happy reminiscences. Most were accompanied by their wives who have contributed so much over the years to the welfare of the unit. Four of the 1912 Originals — W. H. Bennet, R. N. Coke, L. M. Cosgrave and A. M. Robertson — were there for roll call, embodying the life-span of the oldest university officer training unit in North America. Also present was Col. Wyatt Johnston, representing 1913, and James A. deLalanne, Judge J. G. Nicholson and Stanley Neilson, representing 1914. Speaking on behalf of the Originals, Major Murray Robertson recounted highlights from the Contingent's early years.

The Early Years

The original McGill COTC, comprising two companies of 59 all ranks each, came into being on November 1, 1912, as an outgrowth of a successful British experiment to introduce some form of voluntary military training into universities early in the century. Rifle training had been encouraged at McGill as early as 1903, and in 1907 a course of instruction in the military aspects of chemistry, electricity, metallurgy, ballistics and mathematics was begun to qualify students for commissions in the Canadian Militia. Three years later, in 1910, the University decided to grant academic credit to students who passed an examination set by the War Office.

When "the long Victorian peace" was rudely shattered in August, 1914, the small contingent was quickly brought up to its authorized strength of 118, and this provided the nucleus for a full Training Battalion. During World War I, the name of McGill University and McGill COTC became inseparably associated with famous regiments and brave deeds. The COTC provided personnel for all branches of the Service, including naval and air forces. Through the COTC or closely affiliated units, 3059 men joined the struggle. Of these, 363 were killed in action, 791 decorations were won, including two Victoria Crosses awarded to Dr. F. A. C. Scrimgeor and L/Cpl. Fred Fischer.

Between the wars it was often difficult to interest the students in military matters, but the COTC was kept alive under the dedicated leadership of succeeding commanding officers. With the outbreak of World War II, however, the strength of the Unit shot up almost overnight from 125 to 1441, and during the war almost 7000 men and women trained again for all branches of the Service under COTC supervision at McGill and Macdonald College. Of these, 5568 enlisted for active service, 298 were killed or died on active service, and 627 received decorations and awards.

Postwar Activities

After 1945, the COTC reverted to its primary role of training undergraduates as army officers, regular force or militia, and more generally to foster a well-informed awareness of Canada's defence needs. To achieve more technical training and formal education, and to ensure a steady flow of new permanent force officers, the three Services established a Regular Officer Training Plan, which financially supported officer candidates throughout their university course. In return, an ROTP graduate spent at least four years in the regular army after graduation from university. The COTC officer cadet, on the other hand, was paid for one evening of training a week during the winter months and fulltime during summer training. After graduation, the COTC Officer was expected to join a part-time militia unit wherever the location of his civilian employment.

The growth of overseas peace-time commitments by the Canadian Forces and a radically changed training programme also affected the direction of the COTC in the postwar years. Third-year COTC cadets had the opportunity to serve with the Canadian Brigade in one of various locations in Europe. At home, the programme for both ROTP and COTC cadets included the equivalent of 16 days of theoretical training during each winter, and 12 or 15 weeks of practical training at an army camp each summer. The requirement for 2nd Lieutenant was successful completion of two theoretical and two practical phases of training; some cadets devoted a third year in order to qualify as full Lieutenant. Winter training, taken at McGill in the Sir Arthur Currie Memorial Gymnasium-Armoury, included military history, current events, Canadian officers as peacekeepers, the Brigade Group in action, and work in the indoor rifle range.

Until word of the unification of the Canadian Forces came last year, it was expected that the COTC would continue under a system which combine the hitherto separate training programmes, for the three Services. It should be noted, therefore, that the decision to close all the Canadian university contingents was an economy measure related to the concept of "forces in being," and had no organic connection with armed services unification.

Nostalgia and a Legacy

Members of the McGill COTC attending February's "Last Hurrah" represented a long line of distinguished men who have served the contingent since its inception. The Senior Commanding Officer present was Lt. Col. J. M. Morris, MC, VD, who was C.O. during World War II and subsequently served as Honorary Lieutenant Colonel and Chairman of the McGill COTC Volunteers' Memorial Trust Fund. Col. Morris presented a stirring Toast to the Contingent, and the gallant reply was made by the senior serving ex-member in the region, Brigadier M. L. Lahaie, DSO, CD, Commandant Canadian Forces Base Montreal.

Also present was the current Honorary Lieutenant Colonel, Brigadier J. A. deLalanne, member, benefactor and friend of the unit since 1914. During World War I, "Jimmy" deLalanne was commissioned in the field, wounded three times, and awarded the Military Cross and Bar. Between the wars, he became a distinguished chartered accountant and rose to high office in community and athletic endeavours. He has worked on many projects, academic and otherwise, for McGill and is a Past-President of the Graduates' Society. At the outbreak of World War II, he rejoined the COTC, first as Adjutant, then as Second-in-Command. National Defence Headquarters then called him to Ottawa, and after the war he retired as Vice-Adjutant-General with the rank of Brigadier.

Brig. deLalanne is the last of a group of Honorary Colonels of the COTC which included two McGill Principals, Sir William Peterson and General Sir Arthur Currie. The last Honorary Colonel, until his death in July 1966, was the distinguished soldier and scientist, General the Hon. A. G. L. McNaughton, PC, CH, CB, CMG, DSO, CD.

Disbandment of the COTC at McGill will



Thousands of McGill men and women passed through the COTC *ranks into both World Wars. Above, troops tramp wearily through the early morning mist somewhere in the European Theatre during WW II. At right, Canadian soldiers find no respite from the rain as they leave the trenches after the Battle of the Somme in 1916.*







Above: An early photo shows COTC *Battalion mustered on Westmount Mountain in November, 1914. Church at right is the Stanley Presbyterian on the corner of present-day Victoria Ave. and Westmount Blvd.*

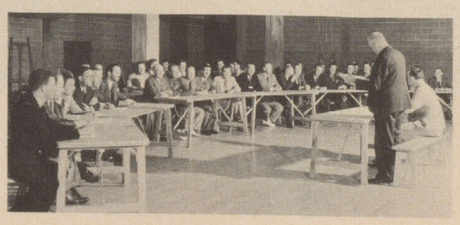
Left: The Specialist Wing at Mount St. Bruno summer camp, June, 1940.

Below left: Winter training in the early days of the Second World War. Cadets went "on scheme" on snow-covered Mount Royal, and received theoretical training in the BW&F *Room in the newly-built Sir Arthur Currie Gymnasium-Armoury. At far left, cadets race through a simulated battle exercise as part of their summer training.*

Below: A COTC *company steps smartly past the Colours on Sherbrooke St. during a postwar Remembrance Day parade.*











Right: Four members of the 1912 Originals joined younger officers at the Last Hurrah. Standing: W. H. Bennet, Off/Cdt. Peter Greenhough, Off/Cdt. G. S. G. Fry, L. M. Cosgrave. Seated: R. N. Coke, Lt. Col. W. E. Haviland, C.O., host of the evening, and A. M. Robertson.

Last Hurrah/continued

leave the University a historic legacy for the Archives. Permission is being sought from Training Command to donate the unit's extensive non-public property to the University and its non-public funds to the Volunteers' Memorial Trust Fund. McGill has indicated that it could make good use of the furniture and equipment, and that it would safeguard COTC trophies and historical records. The Trust Fund has granted the contingent about $40,000 over the past 17 years for various operating purposes. The Battle Flags of the 148th Battalion CEF, and the wall plaques of the PPCLI and 148th Battalions are to be placed in the Memorial Room at the Sir Arthur Currie Gymnasium.

Mindful of the contingent's training role, the two top Officer Cadets for 1968 were presented with awards at the Last Hurrah: The Lord Geddes gold medal to O/Cdt. Peter Greenhough, a second-year engineering student; and the Col. A. A. Magee Sword to O/Cdt. G. S. G. Fry, a second-year architecture student. On hand to make the presentations were Lt. Col. (Prof.) E. M. Counsell, and Brig. deLalanne. The winners' proud parents were present to witness the awards.

At a later date, the Col. Morrisey and Col. Morris awards will be presented to members of the 102 (McGill) Squadron RCAF. This unit has shared the COTC mess in recent years. In addition, the Sgt. Louis Robertson Memorial Rifle Trophy will be presented later to a 102 Squadron team. This trophy was revived last year for competition between the two units and was won by a COTC team.

McGill COTC has had a distinguished and memorable history. As the contingent closes, present members salute all those who have gone before and who brought honour to the unit and to the University. And we will keep the faith in case of future need.□

McGill COTC – A Chronology

1912 — Contingent of two companies of the COTC established at McGill. First unit of its kind in North America.
1913 — First military unit in the British Empire to train on skis and snowshoes.
1914 — McGill Provisional Battalion incorporated into COTC to train McGill men waiting to join the CEF.
1915 — Five university companies organized to reinforce PPCLI overseas; 2nd Company under Capts. G. C. McDonald and Percival Molson sailed on June 29. No. 3 Canadian General Hospital mobilized with McGill medical staff, students and RVH nurses; 148th Battalion formed by COTC's Major A. A. Magee, sailed for England in 1916.
1916 — COTC formally incorporated Macdonald College contingent. No. 7 Canadian Siege Battery went overseas. COTC Auxiliary Battalion established to give Montreal businessmen basic military training.
1917 — Colours of 148th Battalion saluted by McGill COTC and deposited in Redpath Library. No. 10 Canadian Siege Battery unit, supported by the Graduates' Society, sailed overseas.
1918 — Universities Tank Battalion formed cooperatively with other Canadian Universities; McGill supplied 26 officers and 186 men.
1918-1939 — COTC training continued between the wars.
1939-1945 — Function of the COTC to train officers for all three Services. Sir Arthur Currie Memorial Gymnasium-Armoury built. COTC undertook training of McGill Reserve Training Battalion; summer camps established at Mount Bruno, Three Rivers and Farnham. Many units overseas, particularly medical ones, were staffed largely by McGill personnel.
1945 — Entire COTC programme revised into its present form: one contingent at each of twenty-six universities or colleges across Canada.
1950 — COTC officially handed over to the University $26,023.19 as commitments to War Campaign Funds.



War Records

World War I: 3,509 men joined the ranks; 363 killed in action or died in active service; 791 decorated.
World War II: 7,000 trained with COTC; 5,568 enlisted; 298 killed or died; 627 decorated.

COTC Commanding Officers

1912 — Major (Prof.) V. I. Smart
1914 — Capt. (Prof.) C. M. McKergow
Major (Prof.) Auckland Geddes
Lt. Col. Robert Starke
1919 — Col. A. A. Magee
1920 — Major D. H. MacFarlane
1920-39 — Lt. Col. (Prof.) R. R. Thompson
Major J. W. Jeakins
Lt. Col. E. B. Q. Buchanan
Lt. Col. T. S. Morrisey
1940 — Col. A. A. Magee
Lt. Col. J. M. Morris
1946 — Lt. Col. R. H. E. Walker
1948 — Lt. Col. (Prof.) E. M. Counsell
1952 — Lt. Col. D. W. McLean
1954 — Lt. Col. W. S. Tyndale
1956 — Lt. Col. W. A. Campbell
1959 — Lt. Col. (Prof.) J. B. Bird
1962 — Lt. Col. R. T. James
1966 — Lt. Col. W. E. Haviland□

Difficult period ahead for Redpath Library

Faced with overcrowding and student frustration McGill's central library is coping with the problems of expansion.

When the present Redpath Library building opened in 1953, it had a total seating capacity of 580 — a figure that was expected to accommodate McGill's needs until 1970 when it was thought the enrolment might have reached 8,000 students.

Today, with a student enrolment of 15,000, the library is bulging under the pressure of working at almost double its designed capacity. Students complain that service is slow and inefficient, and the overworked staff is trying to cope with its problems through the din of construction noise to the south of the building. In February, as the new McLennan Library rose rapidly on the lower campus, the University Libraries Committee held a public meeting to outline its plans for what chairman Dean Stanley Frost called "a very difficult period ahead" in the next 18 months.

Dean Frost took over the chairmanship of the Committee in 1962, and found to his dismay that it had not met for the previous three years. He also found some 49 regular libraries at McGill, all working more or less independently of one another. A sweeping survey was commissioned, and the resulting McCarthy-Logsdon Report of 1963 (after its authors Stephen McCarthy, director of libraries at Cornell and Richard Logsdon, director of libraries at Columbia) proposed that the University should bring all its library budgets together, increase the percentage of total budget spent on libraries, and hire a director to supervise the entire system. The recommendations were adopted, but it soon became obvious that a new building would be required to meet expanding needs — one which wouldn't, as Dean Frost put it, "sacrifice library functions for architectural pretentions."

Plans for a new building were ready in 1966 but a Quebec government moratorium on university buildings delayed the start of construction on the McLennan Library until late 1967. Present plans call for it to be ready this Fall, at which time all the books in the Redpath Library will be moved into it and the old building will be completely gutted and renovated. By September 1969 both libraries should be ready to provide a total of 3,000 seats for the incoming students (vs. 500 now). The renovated Redpath building will become the central undergraduate library, providing about 80% of undergraduate requirements, and will contain 100,000 books; the McLennan Library will be largely a research facility housing open access research collections, rare books, and new quarters for the School of Library Science.

The transition period will not be an easy one, however, and the Libraries Committee is putting plans into effect to ease congestion, staff shortages and student frustration. The situation is so bad that libraries director Keith Crouch says ruefully, "It's almost becoming a sign of being a good McGill student to see what you can do to beat the system." One student recently stunned the staff at the circulation desk by returning 52 books — none of which had been charged out. A survey showed that during the period 1962-65, "unaccounted losses" amounted to 3,741 books, with the highest losses coming from the English literature section. "Students get frustrated by the delays," says Crouch, "and they just walk out with the books. They really don't come in with an intent to steal."

The figure, however, doesn't account for losses in other areas such as periodicals or reference books. At an estimated replacement cost of $10 per book (plus a $5 processing cost to get it on the shelf), the losses hurt. To maintain tighter controls, the library has now instituted a traffic control system to keep tabs on the number of people entering and leaving the building (an estimated 810,000 in the last academic year). The Redpath is also the last University library in Canada to put in an exit control to prevent "theft", and is adding an extra check-out point to relieve congestion at the circulation wicket. Additional briefcase lockers are being installed in adjoining hallways.

The biggest improvement to service will be the addition of 20 clerical and library assistants for the cataloguing department, plus extra staff for circulation and the stacks. The University has provided $37,500 for temporary staff until the end of the academic year. Following a brief by the library staff association last Fall, librarians' salaries were increased effective last December. This caused some unhappiness among the library assistants whose salaries, the Committee judged, were comparable to those being paid in the Montreal area. "But," says Keith Crouch, "we are preparing a job classification survey with the Personnel Office and we are prepared to make adjustments. With the opening of the new library we have to be in a competitive position for all staff. We can't afford not to be." □





Top: Walls of the new McLennan Library rise above street level at the corner of McTavish and Sherbrooke Sts.

Above: Redpath Hall, once McGill's main library, has been converted into a reading room to handle the overflow from the Redpath Library.

Society activities

by Andrew Allen

As reported in the last issue, the Graduates' Society was considering representations and briefs to the joint Senate/Governors Committee on University Government, and the Tri-Partite Commission on the Nature of the University.

Following a meeting of the Society's Executive Committee on February 15, representations to the University Government Committee were approved and communicated to the Principal as the Chairman of Senate. After commenting on the casual and not fully elucidated attitude toward the Graduates' Society, and recapitulating the Society's objects and actual support of the University, the representations state:

"It is noted that the Joint Committee proposes a continuation of the election by the Graduates' Society of five Governors with five-year standard terms. The Society supports this recommendation.

"The composition of Senate proposed by the Joint Committee would include five members of the Board of Governors (as at present). Again the Society supports this recommendation but proposes, in addition, that the current practice be formalized whereby one of these five is a Governor elected by the Graduates' Society. Furthermore, provision should be made for an alternate to assure regular official representation of the Society on Senate.

"The Joint Committee also recommends the establishment of a University Court to comprise 'all the members of Governors, Senate and the Students' Councils of McGill and Macdonald College'. It would, in the view of the Society, be appropriate for membership in this Court to be extended to include all Members of the Board of Directors of the Society as defined in Article IX of the By-Laws.

"The Society believes that suggestions have already been made concerning the decentralization of the University Administration by creating Colleges in the place of Faculties. Although the machinery for the use of common services would need considerable modification and although adequate provision would need to be made for interdisciplinary teaching and research, the proposal appears to have considerable merit. The Society therefore recommends that this possibility be carefully and thoroughly examined by the appropriate authorities.

"Finally, the Society would wish to put on record its conviction that, given the opportunity, graduates can make a greater and more valuable contribution to the life of the University. When they cease to be students they do not cease to be knowledgeable about McGill nor do their interests in the University come to an end. They represent a sympathetic group outside the University campus but within its spiritual domain. Consequently, we strongly urge that the executive of the Graduates' Society should be constantly briefed on University activities and policies and all mechanical and administrative means should be employed to ensure that this objective is not overlooked."

At the time of writing, there has been no response from Senate to these observations.

Brief to the Tripartite Commission

The deadline for briefs to the enquiry on the nature of the University was such that there has been no time for graduates to react to the announcement in the January issue of the *News*. Following is the text of an interim brief approved by the Executive Committee:

"The objects of the Society, which have been recognized by the University in multiple collaborative activities, were defined in the Act of Incorporation of 1880 as 'to afford the members thereof the means, by united efforts, to more effectually promote the interests of the University and to bind the graduates more closely to one another and to the University.' The Society wishes to place on record its active interest in the deliberations of the Commission and to offer all and any assistance which the Commission might deem desirable.

"The Commission's enquiries seem quite naturally to have been prompted by the Report of the Joint Governors - Senate Committee on University Government at McGill University. Because it is not possible to establish a system of government without knowing its purposes, the Society assumes that the Commission is enquiring into the present nature of McGill University and outlining the desirable developments and changes in the University which its system of government should be designed to facilitate.

"McGill University is the Royal Institution for the Advancement of Learning and the Board of Governors is the Institution. Many of the powers of the Board of Governors have been delegated to Senate or effectively shared with Senate but the Governors remain the responsible entity.

"McGill provides teaching and research facilities for its community. Although this community is not strictly so limited, most McGill students are residents of the Province of Quebec and the Canadian community profits most from McGill's research and academic activities.

"The University's academic and research income for the year ended 31st May 1966 was approximately $31.5 million. Only $2.8 million was endowment income. Gifts, grants and bequests from graduates and the public at large amounted to $3.5 million. Provincial Government Grants (almost wholly for academic purposes) provided $7.8 million, Federal Government Grants (mostly research) $6.7 million, and students' tuition fees $7.4 million.

"These facts are stated simply to stress that society at large determines the limits of the University's activities and McGill, from its own income, could not properly employ the facilities at its disposal or provide services for more than a fraction of its current student population. Changes in the nature of the University must therefore receive the approval not only of the Governors but furthermore the approbation of the community which it serves. This does not however signify that change must be imperceptible or limited. Bold changes should be just as acceptable in the academic field as they are in politics or in industry.

"If the limitations imposed by society and its expectations are first determined, the basic form of the University becomes apparent in terms of the number and quality of students admitted, the number and quality of the teachers and the nature of the 'equipment' available to them. The government of McGill is already such that the interplay of these three factors creates the University. The Commission has an important role to play in redefining the rules under which this interaction takes place and in elucidating the influence which the University may in its turn have upon the Society which nurtures it.

"Student participation in decision-making is a concept which has a real relevance to the current McGill community. Undoubtedly, further research in this field is necessary so that the Commission may be able to come to some conclusion on the methods by which students can make valuable contributions to McGill, without dislocating an institution which, if it does not 'go on forever', does like a brook maintain appearances of continuity even while the content is changing constantly.



At the Newfoundland Branch, l. to r.: Cyril F. Horwood, BCom '23, Dr. Garrett Brownrigg, MD '32, Principal Robertson, Lord Taylor, President of Memorial University, and David B. Sparkes, BSc '52, Branch President. The following day, Drs. Robertson and Brownrigg received honorary DSc degrees from Memorial University.

Society Activities/continued

"In addition to those subjects already being studied, the Society suggests that the following points need to be examined:

(a) The nature of the student body which is likely to emerge after the establishment of the new intermediate colleges in Quebec at present known as CEGEPS.

(b) The relations between these new colleges, the professional Faculties and the Faculty of Arts and Science.

(c) The effect of such factors as the size and administrative structure of the University and the nature of the curricula, as well as teaching methods, on the ability of students to develop skills in making value judgements (in earlier times — and not only graduates but, seemingly, students have a nostalgic aching to return to such halcyon days — such abilities were developed in extra-curricular activities which occurred much more naturally in small, residential colleges than they do today in a large multiversity).

(d) A sample census of graduates of the post-war years to reconcile if possible, the 'worm's-eye' and the 'bird's-eye' view of the institution as it exists at present. (It is easy to come to a superficial conclusion that, because students are ephemeral, their aspirations and dissatisfactions are ephemeral too). Facilities for sampling are available through the Graduates' Society itself.

(e) The responsibilities of the University towards undergraduate students and graduate students in non-academic fields e.g. housing, health and welfare and discipline.

(f) Scholarship and research are taken for granted, but does the University have other roles in the creative and interpretive arts?

(g) The function of the University vis-à-vis its own graduates and its local community in the fields of 'Extension' or 'Continuation' Education and of 'Lifetime Learning.' ('The mark of a truly educated man is an attitude toward learning, an intellectual style — he carries with him a spirit of intellectual enterprise such that he continues throughout his whole career to deepen and broaden in knowledge and understanding' — Dr. Julius A. Stratton — M.I.T. 1966).

"The Graduates' Society comprises over 40,000 persons who have received all or part of their higher education in the University. Their views are as diverse as those to be found in society at large but they have a specific knowledge and experience of the University and a specific interest in its future. The Society is concerned that its members become better informed about the University and would welcome the development of research and information facilities to investigate and evaluate such matters as these. Without such expert investigation and evaluation, the work of the Commission itself is in danger of being frustrated and the general acceptance of any recommendations it might make is likely to be much more uncertain."

Koalas and Kiwis

There are 96 McGill graduates in Australia and New Zealand, and one in the Fiji Islands. Before reaching their century (an important number for such ardent cricketers) they decided to organize themselves into a McGill Society of Australasia. The moving lights are K. John Burns, MBA '65 and Lawrence A. P. Smith, BSc '47, both of Alcan Australia Ltd., and Mrs. A. R. Grigg (Betty Prince), BA '40, who lives in Napier, New Zealand.

Australia started off last year with a visit from David Legate, BA '27, of the *Montreal Star*, and New Zealand is now looking after Dr. R. V. Christie, until recently Dean of Medicine at McGill, who is spending some time at the University of Otago. Both countries are looking forward to entertaining Prof. John W. Boyes, chairman of the Department of Genetics.

Sydney, New South Wales will get a very special visit next August 17-24, when a delegation from McGill will participate in the Quinquennial Conference of the Universities of the Commonwealth. This delegation, to be led by Principal Robertson, will also include Principal Emeritus F. Cyril James, Registrar Colin McDougall, and Prof. D. L. Mordell.

Branch Activities

Branches in Western Canada have been especially active in the past two months; some of them have held their second general meetings since the beginning of the academic year.

D. Lorne Gales, the Society's Executive Director, spent much of February addressing Branch meetings in Winnipeg, Regina, Saskatoon, Calgary, Trail, Victoria and Seattle on the subject of student unrest at McGill. During his tour, he also spoke to a combined meeting of the Branch Executive and the Alma Mater Fund Committee in Edmonton, and met with the Executive of the Vancouver Branch.

Members of the Winnipeg Branch showed unanimous interest in, if not accord with, Mr. Gales' remarks about the current Student-Administration confrontation. "For the first time in my life," he reported, "I got a lot of heckling from one of the younger graduates who accused me of presenting a one-sided picture, which I frankly acknowledged was true." He went on to comment, however, that he and the youthful graduate parted friends. A new slate of officers was elected at the meeting, including Douglas Watson, BEng '51, President; Peter Reid, BCom '57, Vice-President; Mrs. Colin Ferguson, Secretary; and John Flintoft, BEng '51, Treasurer.

At the Regina reception, the turnout of non-alumni parents was encouraging. Again, Mr. Gales was subjected to some exacting questions, particularly from parents "wanting to know why their children didn't get as good marks at McGill as they did in the local high schools." Apparently, no simple answer was forthcoming.

The Saskatoon meeting saw a small group getting together for an evening of informal conversation, and the latest McGill slide show on the Centennial Convocation.

In Edmonton, Gerry Diamond, BArch '51, chaired the Executive meeting. Mr. Gales discussed the latest developments in the University's building programme, and plans were made for the coming Fund drive and Spring Dinner-Dance.

No reports have been received on the latter part of Mr. Gales' tour.

In eastern Canada, Principal Robertson took time out to visit the McGill Society of Newfoundland in February, as an adjunct to his trip to Memorial University where he received an honorary degree. In early March, Dr. Peter Briant, BCom '51, addressed the local Society in Boston on "Economic Imperialism," while Dr. Lloyd D. MacLean, Surgeon-in-Chief at RVH spoke at Bishop's University to a combined McGill-Bishop's graduates' meeting on the topical subject of organ transplants. The annual Pâté, Wine and Cheese Tasting party in Ottawa proved successful, with more responses to the invitation than could be accepted.□

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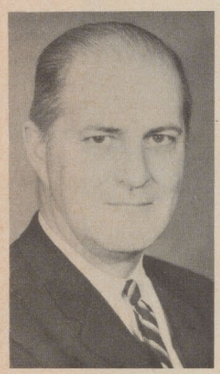
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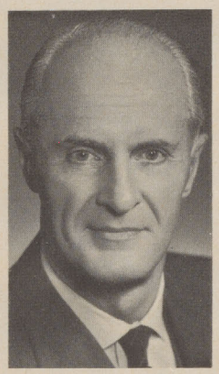
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Where they are and what they're doing



Thomas A. Harvie
BEng '41



Col. J. A. Hutchins
BA '31, BCL '35

'00

Dr. Aubrey T. Mussen, MD '00, an associate in neurological research at Johns Hopkins University and research associate at the Carnegie Institute, Washington. D.C., recently edited *The Cerebellum and Red Nucleus*, a compilation of his cerebellar research of the last twenty-five years. One critic says the book "gives the neurological investigator a new understanding of the early investigation in the fields of neuroanatomy and neurophysiology."

'19

Brig. J. A. deLalanne, BA '19, honorary treasurer of the Royal Canadian Legion and former mayor of Westmount, is star and narrator of a new film *That Other April*, a picture about Vimy, being distributed by the Legion.

'24

Mrs. Harry Lingas (*Helen Fotos*), BA '24, recently published *My Centennial Torch for World Peace*, her centennial project.

'28

Lawrence Lande, BA '28, has been appointed Honorary Corresponding Member for Quebec for the Royal Society of Arts, London, England.

'29

Dr. John P. Humphrey, BCom '25, BA '27, BCL '29, PhD '45, professor of law at McGill, has been appointed by Prime Minister Pearson as a commissioner on the Royal Commission on the status of women.

'30

Oliver M. Morgan, PhD '30, has been appointed chief of McGraw-Hill's Philadelphia office for *Chemical Week*, a weekly trade publication. His "beat" will be the Delaware Valley from Trenton to Baltimore, an area comprising 21% of the magazine's subscribers.

Frederick Taylor, BArch '30, was elected Academician Painter of the Royal Canadian Academy of Arts, in November, 1966, and his Diploma work accepted in October, 1967.

George M. Young, BSc '30, formerly technical director of Aluminum Company of Canada Limited, has been appointed vice-president and director of Aluminium Laboratories Ltd., Montreal.

'31

Raymond Caron, BA '28, BCL '31, was recently elected president of the Royal Automobile Club of Canada.

Fred V. Stone, BA '31, MA '33, has been appointed to the board of directors of Montreal Trust Company.

'32

Garrett M. Brownrigg, MD '32, has been elected for a third term to the Board of Governors of the American College of Surgeons.

'33

Harold Lande, QC, BA '29, MA '30, BCL '33, was recently appointed to the North American panel of the American Arbitration Association, the first non-American so chosen. The Association acts in labour disputes, commercial contracts and in disagreements between the United States Government and citizens or corporations.

'34

H. M. Costello, BA '31, BCL '34, has been appointed manager, hotel and commissary division of Canada Steamship Lines Limited, with headquarters in Montreal.

Charles W. Mackinnon, BCom '34, associate manager of the Montreal St. Catherine St. Branch of the Canada Life Assurance Company, has been elected president of the Life Insurance Manager's Association.

Lionel Swift, BEng '34, has been appointed general manager of Canadian Hoosier Engineering Co. Ltd. and Les Entreprises Checo Ltd.

Errata

In the January issue we reported that J. E. Moodie, BA '37, had been appointed deputy general manager of the Royal Bank of Canada. The correct name should have been J. E. Morgan, BA '37. Also, Marvin Smith, BCom '56, appeared incorrectly as Maxwell Smith.

In the *Deaths* column, James H. H. Robertson, Q.C., BA '15, BCL '20, was incorrectly listed as James J.J. Robertson.

The McGill News regrets any inconvenience these errors may have caused.□

'35

Col. J. A. Hutchins, BA '31, BCL '35, vice-president of Larry Faust Realties Company, was recently elected president of the Montreal Real Estate Board, a 1500-member body.

Guy A. Mussen, BEng '35, has co-authored a paper on a new design of transmission-line conductor, which he presented before the Institute of Electrical and Electronics Engineers in New York recently.

C. P. Paton, BEng. '35, has been appointed vice-president, operations, for Alcan International Limited.

'37

Wesley H. Bradley, QC, BCL '37, has resigned after nine years on the Westmount School Board, four of them spent as chairman.

R. T. Hyland, BCom '37, has been appointed vice-president, marketing, with Alcan International Limited.

Dr. Evans B. Reid, BSc '37, PhD '40, chairman of the Department of Chemistry at Colby College, Maine since 1954, will be a member of the teaching staff at a summer institute of science to be held at Colby in 1968. Approximately 100 high school teachers will enroll in this National Science Foundation Programme.

'38

Dr. W. Lincoln Hawkins, PhD '38, supervisor of plastics research at Bell Laboratories, Murray Hill, N.J., has been named to the board of trustees of Montclair State College.

Taylor Kennedy, BEng '38, MEng '39, formerly vice-president and general manager of The Canada Cement Company, has been appointed

president and general manager effective January 10, 1968.

Dr. Grant H. Lathe, BSc '34, MSc '36, MD '38, PhD '47, has recently been elected chairman of the Council of the Association of Clinical Biochemists.

J. Gear McEntyre, QC, BA '34, BCL '38, was recently appointed Consul General of Canada in Los Angeles, Calif.

'40

Mrs. K. Pascoe Grenfell (*Adrienne Cameron*), BSc '40, received a MLS from the State University of New York, Albany, in June 1967 and is now working with VITA (Volunteer for International Technical Assistance), College Campus, Schenectady, as a documentalist.

Dr. Ernest Shapiro, BA '40, an ophthalmologist, has been elected president of the medical staff of the Jewish Convalescent Hospital, a constituent member of the Allied Jewish Community Services.

'41

Thomas A. Harvie, BEng '41, has been appointed president and general manager of Wallace Barnes Company Limited, a Canadian subsidiary of Associated Spring Corporation.

'42

Walter G. Ward, BEng '42, has been elected executive vice-president and a director of Canadian General Electric Company. Concurrently, a Power Utility Department has been formed within the Company, of which Mr. Ward has been appointed general manager.

'43

Joseph S. Connolly, BCom '43, has been selected as one of 160 business executives and government officials to participate in the 53rd session of the Advanced Management Programme (AMP) conducted by the Harvard University Graduate School of Business Administration. The course is designed to prepare executives in, or approaching, top management positions to exercise full leadership responsibilities in an age of unprecedented change and challenge.

Dr. Peter G. Edgell, MD '43, associate psychiatrist at the Montreal General Hospital, has been appointed psychiatrist-in-chief of the Reddy Memorial Hospital, where a new 28-bed psychiatric unit will be installed.

Jean Richer, BEng '43, who for two years has been vice-president of passenger sales for the Canadian National Railways, has been named vice-president of the company's St. Lawrence region. He will be responsible for overall company sales and operations in the area which includes most of Quebec, part of eastern Ontario, central Vermont and the Grand Trunk New England lines.

'45

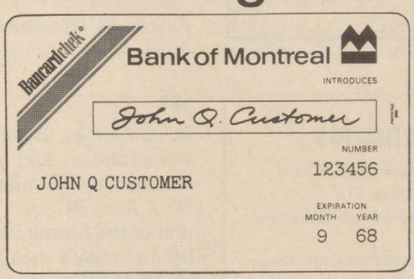
F. J. Farquhar, BEng '45, has been appointed general manager of Vancouver Iron and Engineering Works Ltd. He moves from Page-Hersey in Welland to take his new post.

'46

Dr. Harold A. Dewhurst, BSc '46, PhD '50, has been named research and development man-

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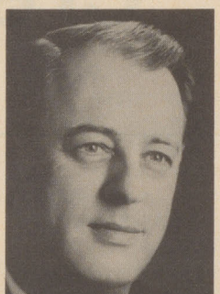
Jean Martineau, Q.C.
Robert H. E. Walker, Q.C.
George A. Allison, Q.C.
Roger L. Beaulieu, Q.C.
William Tetley, Q.C.
Charles A. Phelan
Peter R. D. MacKell
André J. Clermont
John H. Gomery
Robert A. Hope
Maurice E. Lagacé
J. Lambert Toupin
Bertrand Lacombe
F. Michel Gagnon
Edmund E. Tobin
C. Stephen Cheasley
Richard J. F. Bowie
Jean L. Sansoucy
James A. O'Reilly
Jack R. Miller
Bruce Cleven
Michel Lassonde
Jacques Dagenais
Jean S. Prieur

Counsel
Harold E. Walker, Q.C.
The Hon. Paul Gerin-Lajoie, Q.C., M.P.P.

ager for materials science and engineering, a new department organized by the General Electric Research and Development Centre. Dr. Dewhurst will be in charge of the chemical systems and processes laboratory, general chemistry laboratory, and the metallurgy and ceramics laboratory.

Robert M. Sabloff, BSc '46, has been appointed executive vice-president of Grey Advertising Ltd. His primary responsibilities will be an organized growth programme to provide greater creative advertising and marketing services.

Dr. Michael Shaw, BSc '46, MSc '47, PhD '49, formerly head of the biology department at the University of Saskatchewan, has been appointed Dean of the Faculty of Agriculture, University of British Columbia.



Ronald M. Thomas
BCom '49



John C. Antliff
BSc '51



Dr. H. A. Dewhurst
BSc '46, PhD '50



Dr. M. Shaw BSc '46,
MSc '47, PhD '49

'47

R. A. Gentles, BCom '47, has been appointed vice-president and general manager of Alcan International Limited.

W. J. Reid, BCom '47, vice-president and treasurer of the Aluminum Company of Canada has been elected a member of the Financial Executives Institute.

P. A. Turcot, BCom '47, has been elected chairman of the Montreal Stock Exchange Governing Committee. President of Turcot, Wood, Power and Cundill Limited, he was vice-chairman of the committee during the past year.

'48

Dr. Val L. Fitch, BEng '48, has been named co-recipient of the Research Corporation Award for 1967, a prize given annually for outstanding achievements by scientists "who have made notable contributions to human knowledge, but who have not already been accorded major honours." This award is the 32nd given since 1925. Among those receiving past awards are 13 scientists who went on to receive the Nobel Prize.

W. E. D. Grey, BCom '48, has been appointed vice-president and director of marketing for Columbia Cellulose Company Limited in Vancouver.

Morris Jones, BEng '48, has been appointed manager, chemical sales, of The Ontario Paper Company.

Georges Sahovaler, BA '48, president of the McGill Society of Paris, has been appointed president of MILINOX, (Matériel Inoxydable pour Laboratoires et Industries), with offices and plant in Paris, France.

William S. Smythe, BEng '48, has been appointed a vice-president of Marsh & McLennan, Inc., international insurance brokers with headquarters in New York City.

F. R. Whittall, BCom '48, vice-president of C. J. Hodgson and Co., has been elected vice-chairman of the Montreal Stock Exchange Governing Committee. He formerly held the position of secretary-treasurer of the committee.

'49

Leonard R. N. Ashley, BA '49, MA '50, of the department of English, Brooklyn College of The City University of New York, has had several books published recently. Some of the titles include *Nineteenth Century British Drama*, his edition of Colley Cibber's *Apology*, and *George Peele*, his second book for Twayne's *English Authors* series.

Dr. Myer Bloom, BSc '49, MSc '50, a physicist at the University of British Columbia who has been working on the structure of matter, studying the changes in the rotation of molecules, has been awarded the National Research Council's 1967 Steacie prize. The award, given annually for outstanding work in the natural sciences carries a cash value $1,500.

H. M. Craig, BSc/Agr '49, has recently been appointed vice-president, sales, of Rolland Paper Co. Ltd.

Kenneth S. Hovard, BA '46, BCL '49, a partner in the law firm of Ogilvy, Cope, Porteous, Hansard, Marler, Montgomery & Renault, has been appointed to the board of directors of The Canada Starch Company Limited.

H. Y. Lee, BEng '49(Ch), BEng '55(Met), has been appointed manager of research for Quebec Iron and Titanium Corporation.

Peter de M. Marler, BSc '49, MSc '50, has been appointed research director, corporate development, of Molson Breweries Limited. His responsibilities will cover the investigation and analysis of projects relative to Molson's corporate development programme.

Dr. W. A. R. Orban, BSc(PE) '49, of the University of Ottawa has been awarded a federal research grant of $35,000 to develop a set of national standards for the fitness of Canadian adults, between the ages of 18 to 40. Twenty-four researchers will be trained at the University's school of physical fitness to ensure uniform testing across the country. The study will use a random sampling of 2,000 men and

women. Similar studies have already been done for the research committee of the Canadian Association for Health, Physical Education and Recreation in the 7-17 age group.

R. A. Tait, BEng '49, has been named assistant sales manager, pulp and paper division, of Beloit International (Canada) Limited.

Ronald M. Thomas, BCom '49, has been appointed treasurer of International Utilities Corporation, Toronto, a diversified company with utility, shipping, trucking, bus, industrial petroleum, oceanography and mining operations.

'50

Harold Corrigan, BCom '50, has been appointed financial manager, Canadian fabricating and sales, for Aluminum Company of Canada Limited.

John Ewasew, QC, BCL '50, has been awarded the American Legion's Amnity Medal for his work among war veterans of Canada and the United States. He also received the Centennial Medal.

W. W. Harris, BSc '50, formerly vice-president, operations, of Kruger Pulp and Paper Limited, has been appointed executive vice-president of Inspiration Limited, an integrated construction and mining services company. His primary responsibilities will be with the manufacturing and mining services operations.

F. A. Kay, BEng '50, has been appointed technical director for Quebec Iron and Titanium Corporation. He will be responsible for the direction of the research development and engineering functions of the corporation.

J. Peter Kohl, BA '50, deputy director of operations at Expo 67, has been appointed chief financial officer with the Gazette Printing Company Limited.

Walter J. McCarthy, BCom '50, treasurer of Sun Life of Canada, has been selected as one of 160 business executives and government officials to participate in the Harvard University Graduate School of Business Administration's Advanced Management Programme.

Frank S. Vickery, BCom '50, has been appointed president of Canadian Crittall Metal Window Limited. Mr. Vickery was formerly secretary-treasurer and a director.

'51

John C. Antliff, BSc '51, has joined New York Life Insurance Company as a group actuary in the group insurance department and will head the group annuity operations.

Dr. J. Elder, BSc '49, MD '51, has been appointed to the Westmount School Board.

Erwin Hamilton, BSc '51, MSc '53, has been appointed to the Ontario Department of Mines, geological branch.

'52

Dr. George M. Andrew, BSc(PE) '52, MSc '63, PhD '67, of Queen's University, has been awarded a $5,000 grant by the Federal Health Department to investigate the effects of athletic training on some heart and lung functions in the young and old.

W. H. Bailey, BEng '52, has been appointed an assistant vice-president, research and development, with Canadian National Railways.

N. A. Sasso, BEng '52, has been named product engineering laboratory general supervisor, car assembly group, for Chrysler Corporation.

'53

E. James Lattimer, BA '50, BCL '53, was presented with the Canadian Government's Centennial Medal "in recognition of valuable service to the nation." Also presented with the Centennial Medal was his father, Major J. Ernest Lattimer, Emeritus Professor with the Department of Agriculture at Macdonald College.

Rev. Robert C. Malcolm, BSc '53, who recently returned from a furlough in Canada, is spending his third term as a missionary in Africa where he is located in Thysville, Congo.

E. Paul Wilson, BCom '53, has been appointed manager of The Southam Newspapers Montreal advertising office.

'54

Eman B. Newcomb, BA '54, a director of Mead & Company Limited, was recently elected a member of the Toronto Stock Exchange.

Robert H. Pitfield, BEng '54, has been appointed branch manager of the Ottawa office of Nesbitt, Thomson and Co. Ltd.

'55

Dr. Benjamin K. Doane, PhD '55, has been named recipient of the $25,000 Canadian Mental Health Association research award. Dr. Doane is presently assistant professor of psychiatry at Dalhousie University.

Dr. Makam C. Gupta, MEng '55, has been

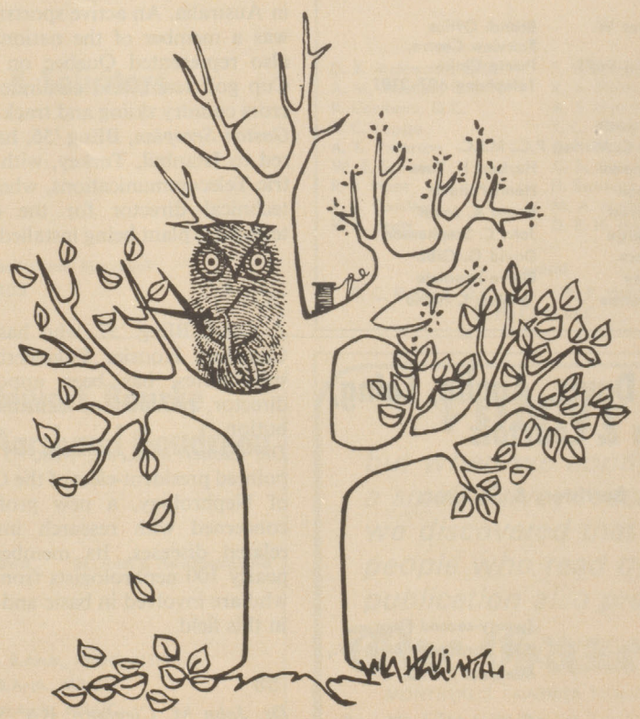
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appointed professor of mechanical engineering at the Indian Institute of Technology, Madras, India.

Rev. E. A. Kirker, BD '55, onetime pilot and chaplain with the RCAF was recently inducted as the fifth minister of St. Andrew's Church, Westmount. Rev. Kirker, who served as Minister of Beaurepaire United Church for the last seven years, still retains an active interest in aviation and is a member of the Montreal Soaring Council.

'56

Dr. Richard P. Benton, MD '56, has been named assistant pathologist at the Weston Memorial Hospital.

Peter H. Engel, BCom '56, has been appointed group marketing director, Blades and Toiletries, of Philip Morris Domestic. He was formely group marketing director of the Philip Morris Gum and Confections Division.

John Lachs, BA '56, MA '57, professor of philosophy at Vanderbilt University in Nashville, Tenn., has compiled a bibliographical reference on the philosophy of Marx and Marxism-Leninism entitled *Marxist Philosophy: A Bibliographical Guide*. The book covers that group of theories which is usually thought to constitute the world-view of dialectical and historical materialism.

Alex K. Paterson, BCL '56, with the Montreal law firm of McMaster, Meighen, Minnion, Patch & Cordeau, has been appointed to the Bishop's University Corporation, equivalent to McGill's Board of Governors.

Brian Powell, BA '56, MA '67, has been appointed headmaster of Shawinigan Lake School, near Victoria, B.C., effective September 1. He taught at Lower Canada College for some years, where he was assistant headmaster until 1966, when he left to take an appointment at Sydney University and Cranbrook school in Australia. An active sportsman, Mr. Powell was a member of the national ski team. He also represented Quebec on the Willingdon Cup golf team, and continues to compete in cross country skiing and track.

Gaston Seropian, BEng '56, has been transferred to Istanbul, Turkey, with Northern Electric Telecommunications, where he will act as technical director for the company's new telephone plant being installed in the area.

'57

J. Corej, BEng '57, who has recently joined Canadian Hoosier Engineering Co. and its subsidiaries, has been appointed assistant-director, production, transmission and distribution.

Dr. Lionel McLeod, MSc '57, has been appointed president-elect of the Canadian Society of Nephrology, a new professional society concerned with research into kidneys and related diseases. Its membership comprises nearly 100 nephrologists from across Canada who are involved in basic and clinical research in this field.

'58

Dr. John M. Cleghorn, BA '54, MD '58, has been appointed associate professor with the department of psychiatry at McMaster University, Hamilton, Ont., effective July 1, 1968.

Dr. R. W. Faith, BA '53, DDS '58, was recently elected president of the Province of Quebec Association of Orthodontists.

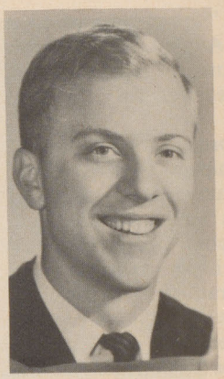
'59

Dr. Costas A. Thanos, MA '59, has been appointed to the key post of secretary-general of the new army-led Greek Government's economic coordination ministry. Under Mr. Thanos, Greek economic policy will promote individual enterprise and foreign capital.

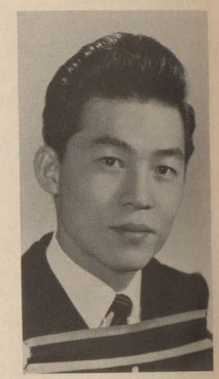
'60

W. M. K. McGurk, BCL '60, is Crown Prosecutor for the Judicial Districts of Grande Prairie and Peace River, Alberta.

Dr. Wilder Penfield, DSc '60(Hon), winner of



Dr. Lorne A. Runge
BSc '61, MD '65



Winston A. Wong
BEng '63, MEng '65

the New York Society for the Family of Man's Award for excellence in the field of science has donated the entire cash prize to the Montreal Neurological Institute and the Vanier Institute of the Family.

Dr. George K. Wlodek, MSc '60, an assistant surgeon at the Montreal General Hospital, has been awarded the Royal College of Surgeons of Canada annual medal for his essay on peptic ulcers, in which he set forth a new concept regarding the body's protective mechanism against ulcer-inducing factors. He received the College's medal and a cash award of $500.

'61

Melvin H. Gitlitz, BSc '61, received his PhD in chemistry from the University of Waterloo in 1965. He is presently working as a research chemist with M and T Chemicals Inc. in New Jersey.

B. J. Grierson, BEng '61, has been appointed manager, development, with Quebec Iron and Titanium Corporation.

'62

Peter Dalbec, BEng '62, formerly market development engineer with Cominco, has been named applications specialist, Herman Nelson Division, of American Air Filter of Canada Limited.

Derek Drummond, BArch '62, is leaving the firm of Donaldson, Drummond, Sankey to teach in the School of Architecture at McGill.

'63

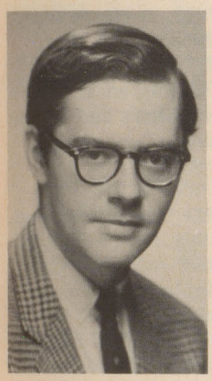
David W. Bogdanoff, BEng '63, recently received the degree of PhD in Aerospace and

Mechanical Sciences, from Princeton University, New Jersey.

Trevor J. Ham, MD '63, is now doing research in the growth and development unit of the Institute of Child Health, London, England, under the auspices of a training grant from the province of Ontario.

W. A. Weary, MA '63, in his fourth year with the Canadian External Aid Office, has been appointed visiting lecturer in education at the University of Ibadan, Nigeria.

Winston A. Wong, BEng '63, MEng '65, recently completed his PhD programme in metallurgical engineering at McGill and will be recommended to Faculty for the award of the degree at spring convocation. He is currently with the department of metallurgical research at Kaiser Aluminum & Chemical Corp., Spokane, Washington as a senior research metallurgist.



Meldon J. Wolfgang
BA '67



Peter H. Engel
BCom '56

'64

Paul J. F. Lusaka, MA '64, is Acting High Commissioner for Zambia in London, England.

John Mansbridge, BLS '64, is Librarian at Selkirk College, Trail, B.C.

'65

Marilen J. Picard, BA '65, received an MA in psychology at the University of Western Ontario.

Dr. Lorne A. Runge, BSc '61, MD '65, a resident in internal medicine at the Peter Bent Brigham Hospital, Boston, has received a Fellowship from the Canadian Arthritis Foundation for 1968-69. He will spend the year as a Fellow with the Arthritis Unit at the Massachusetts General Hospital.

'66

Shamsul Islam, MA '66, who is working towards a PhD in comparative English literature at McGill, is currently spending a session at Dalhousie University in Halifax on a Killam Visiting Fellowship for research on Rudyard Kipling. He is the first Asian student to work on a postgraduate degree in English language and literature at McGill.

James Feng, LLM '60, MEng '61, BCL '66, has recently been called to the Bar of Montreal, thus becoming the first non-Canadian-born Chinese admitted to the practice of law in Montreal.

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'67

Meldon J. Wolfgang, BA '67, is one of 27 new Peace Corps Volunteers who have been assigned to teach in Uganda secondary schools, working under the Uganda Ministry of Education. He will be teaching liberal arts, mathematics, and science to students preparing for the School Certificate Examination given to graduating students. Volunteers also involve themselves in the local communities encouraging garden projects, adult literacy, and youth group activities.

Deaths

'10

Dr. W. G. Fraser, MD '10, at Ottawa, Ontario on September 12, 1967.
Albert W. Smith, BSc '10, at St. Lambert, Quebec, on January 8, 1968.

'11

Nestor Keith Ovalle, BSc '11, at Philadelphia, Pennsylvania, on March 26, 1967.

'13

Richard Henry Mather, BSc '13, on December 23, 1967 at Montreal, Quebec.

'15

Dr. Otto Demuth, MD '15, during the fall of 1967, at Vancouver, B.C. He had been practising in Vancouver since the end of the first war, during which he rose from a private in the McGill University Battalion to the rank of Major. He was the inventor of several important surgical appliances, including the "traction halter or cuff" for the application of splints and a post-operative abdominal support.

'17

Dr. I. Jocelyn Patton, BA '17, on January 27, 1968 at Montreal, Quebec. In 1937, she became the first woman intern at the Homeopathic Hospital, now the Queen Elizabeth. She later joined Lederle Laboratories in the U.S. and became one of the world's foremost authorities on the drug aureomycin. More recently, she did medical writing for Ciba Ltd. and was medical director for Paul, Phelan and Perry Ltd. in Montreal.

'18

Matthew H. Hutchison, BA '18, at Montreal, Quebec, on February 3, 1968. In 1917 he joined the McGill Siege Battery, with which he served in France in 1918 and 1919. On demobilization, he entered the services of the Lake of the Woods Milling Co., and served at Winnipeg, Keewatin and Montreal, eventually becoming secretary, a post he held for many years. Later he was associated with Lukis, Stewart and Co., and with Dale and Co. Ltd., from which he retired recently.

'20

Dr. James Willard McKinney, MSc '20, PhD '23, at Sault St. Marie, Ontario on November 23, 1967.

W. Beverly Scott, BSc '20, at Montreal, Quebec on January 29, 1968. Mr. Scott was assistant to the vice-presidency in charge of manufacturing for Consolidated Bathurst Ltd., a position he held until his retirement in 1954.

'21

Eldridge Cate, QC, BCL '21, on January 24, 1968 at Montreal, Quebec. During the First World War he served with the 35th Field Artillery, RCA, from 1916 to 1919. On graduation from McGill, he joined the firm of Brown, Montgomery and McMichael. At the time of his death he was senior partner of Cate, Ogilvy, Bishop, Cope, Porteous and Hansard.
Hon. Judge J. Ernest Simard, BCL '21, at Montreal, Quebec, on September 17, 1967.

'22

Mrs. Janet L. Brain, BA '22, at Hawkesbury, Ontario on February 1, 1968.
David I. Pevzner, BSc '22, on January 4, 1968 at Montreal, Quebec. He was an executive staff member of the Young Men's and Young Women's Hebrew Association.

'24

Dr. James I. Griffith, MD '24, at Montreal, Quebec on January 16, 1968. Dr. Griffith was appointed surgeon-in-chief of the Queen Elizabeth Hospital in 1935. In 1965 he became surgeon emeritus. For the past 15 years he was a member of the Medical Council of Canada.
Dr. Joseph James P. Ryan, MD '24, on January 20, 1968 at Montreal, Quebec.
Dr. Ralph B. Smallman, MD '24, at Batavia, New York, on January 6, 1968. He was in general practice for over 40 years. He served in the Canadian Army during the Second World War. He was a member of the Medical Society of the County of Genesee, the Medical Society of the State of New York and the American Medical Association.
Fred K. Stevenson, BCL '24, on January 5, 1968 at Montreal, Quebec. During World War I he served overseas with the 10th Canadian Siege Battery (McGill). He was senior partner of the notarial firm of Stevenson, Pratt, Wayland, Lefebvre, Cordeau, Petrie, Miquelon and Reynolds, until his recent retirement.

'26

Dr. Michael J. O'Mara, DDS '26, at Flint, Michigan on February 17, 1965.
William H. Wilson, QC, BA '23, BCL '26, on December 14, 1967 at Montreal, Quebec.

'28

Saul S. Berlin, BA '28, on January 15, 1968, at Toronto, Ontario. He was recognized as an authority on domestic relations law, and created jurisprudence in marriage law. At the time of his death, Mr. Berlin was executive vice-president of District Grand Lodge No. 22 of the B'nai B'rith Organization.
Dr. Lewis W. Dunn, MD '28, on October 10, 1967 at New York City, New York.
Rev. Sidney G. Garland, BA '28, MA '29, at Montreal, Quebec on December 22, 1967. In 1942 he joined the Chaplaincy service and was in England and Western Europe until 1946. He served in several churches before accepting the Chaplaincy service at Queen Mary Veterans' Hospital, where he worked until his recent illness.

Rev. Prescott W. Murray, BA '28, at Kars, Ontario on December 20, 1967. For many years he was Protestant chaplain at the Queen Mary Veterans' Hospital in Montreal. He was awarded an honorary Doctorate of Divinity by Presbyterian College in 1961.
R. E. Scharf, BA '28, at Montreal, Quebec on January 2, 1968.

'30

Dr. Leonard E. Arnold, MD '30, at Kingston, Jamaica on October 21, 1967. Dr. Arnold had given his services in many fields, and was best known as a pathologist and bacteriologist with the Government of Jamaica, a position which he held from 1934 to 1958. He was president of the Jamaica Civil Service Association for many years. A member of the Jamaica Public Service Commission, Dr. Arnold was also vice-president of the Federation of Civil Service Associations of the British Caribbean. For his services to Medicine and the Public Service in Jamaica, Dr. Arnold was awarded the MBE.

'31

Dr. Charles A. Munro, MD '31, at Marlton, N. J. on May 28, 1967.

'32

William Clayman, BCom '32, on December 19, 1967 at Montreal, Quebec. During the war, he was a captain in the Royal Canadian Army Service Corps. He was a member of the Institute of Chartered Accountants.

'33

Dr. John A. Melyn, MD '33, at Chicago, Illinois, in 1966.

'34

Dr. Herbert E. Morris, PhD '34, at Creve Coeur, Missouri on May 20, 1967.
Dr. Joseph Reitman, DDS '34, at Brookline, Mass., on December 15, 1967.

'35

Mrs. Osborne Robinson (*Joyce E. Hayward*), BA '35, on December 21, 1967 at Montreal, Quebec.

'37

Dr. Dudley J. Kingsley, MD '37, on December 12, 1967 at Sarnia, Ontario.

'40

Dr. David J. Riven, BSc '36, MD '40, on December 19, 1967 at Montreal, Quebec.

'42

Richard Eaton, BMus '42, on the island of Rhodes in January, 1968. He had been on the staff of the University of Alberta since 1947 and became head of the music department in 1965. He had been granted a sabbatical year by the University to study music schools in Europe.
Murray R. Merkley, BEng '42, on January 15, 1968 at Toronto, Ontario. At the time of his death Mr. Merkley was vice-president and director of Chesebrough Pond's in Toronto.

'48

Mrs. Ethel M. Wolf, POT '48, at Kamloops, B.C. on January 10, 1968. After receiving her physiotherapy degree, she returned to Kamloops to become the first CARS physiotherapist there, working with the service until 1953. She then became physiotherapist for the Burris Clinic until 1960, when she returned to CARS work for another 3 years.

'49

Jacques Larocque, BEng '49, at Montreal, Quebec on February 3, 1968. Before graduating in 1949, he served as a navigator in the Royal Canadian Air Force in World War II. He worked for Carling Breweries until 1965, when he returned to Montreal to become chief engineer for the wood products firm of John Lewis Inc., which position he held at the time of his death.

'51

Alison G. Kerr, BA '51, BLS '55, at Toronto, Ontario on January 5, 1968.

'52

Herbert L. Fewtrell, BEng '52, at Montreal, Quebec on January 28, 1968. Mr. Fewtrell was very active in coaching children's sports, and served for several years as hockey coach to the pee wees. He was also on the Dorval Planning Board. At the time of his death, Mr. Fewtrell was employed by the Continental Can Co. Ltd.

'54

David S. Korman, BCom '54, on December 14, 1967 at Montreal, Quebec.

'55

Dr. Thelma E. Myers, BA '55, at Montreal, Quebec on February 2, 1968.

'59

Eugene J. Nick, BArch '59, at Montreal, Quebec, on January 27, 1968.

'62

Thomas N. T. Morse, BEng '62, on January 30, 1968 at Brunswick, Georgia. Since his graduation he had been with Hercules Inc., based in the U.S.

'63

Patrick H. Harwood-Jones, BA '63, on January 17, 1968 at Brooklyn, N.Y.

'64

D. Ross Clear, BSc '64, on January 26, 1968 at Toronto, Ontario.

Obituaries

Kyriakos P. Tsolainos, BA '18

Kyriakos P. Tsolainos, first non-native Canadian to be elected a Governor of McGill, died in New York City in January. Mr. Tsolainos graduated from McGill with first class honors in Economics and Political Science in May, 1918.

In 1919 he became confidential secretary and interpreter to the great Greek statesman, Prime

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Joan Clark
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A. Derek Guthrie
Raymond Crevier
Michel A. Gagnon
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Where are they?

From our alphabetical files of lost addresses, we submit a series of names and would like to hear from anyone who has news of one or another:

Chen, Dr. Bih-Hwa, MEng '61, PhD '65.
Chen, Inez P., BA '54.
Cherpin, Dr. Simeon O., DDS '28.
Chevalier, Alexander, Q.C., BCL '20.
Chew, Ting Wai, BEng '61.
Chik, Lawrence L. C., BEng '62.
Chin, Dudley St. A., BSc/Agr '64, MSc '65.
Chin, Roy R., BSc '55.
Chin Loy, Dr. Arthur S., BSc '45, MD '47.
Chin Loy, Mrs. Arthur S., DipPOT '48.
Chin Yee, Harold R., MSc '46.
Cho-Chu, Dr. Claud B., BSc '61, MD '65.
Chorobski, George, MSc '32.
Chow, David Yik Fu, MEng '53.
Chow, Paul L., BEng '61 (Chem.).
Chow, Yin Kit, BSc '64, MSc '67.
Clancy, Mrs. John (Rose Orlando), DipSW '31.
Clark, Mrs. A. L., Dip. Phys/Ed '27.
Clark, Alan M., MSc '57.
Clark, Hugh S., BA '23.
Clark, James K., BSc '48.
Clark, Richard G., BSc '21.
Clark, Sarah J., BSc '48.
Clarke, Kate M., BMus '27.
Clear, Frederick E. P., BEng '33.
Clibbon, Robert T., BSc '65.
Cliff, George B., BSc '48.

Minister Eleftherios Venizelos, during the post-war Versailles peace conference with American and English delegations. He returned to the U.S. in 1922 and joined the investment department of the National City Company. Upon its dissolution in 1934, he joined the firm of Baker, Weeks and Harden (now Baker, Weeks and Co.). Following his resignation in 1965 he continued with the firm as a general partner and member of the executive committee.

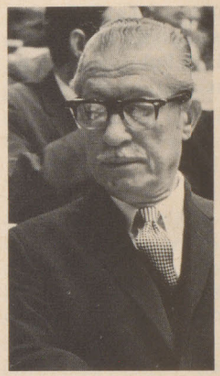
During World War II he was national secretary and a director of the Greek War Relief Association. During this period he became internationally recognized as the "voice of the Greek War Relief."

In 1948, at the invitation of Greek importers, Mr. Tsolainos organized the Hellenic-American Chamber of Commerce, of which he was chairman for 10 years. He was also a member of the New York Stock Exchange. During this period he was chairman of the Board of Trustees of Athens College, Greece, and was three times decorated by His Majesty, King Paul of Greece, for his services to the Greek people.

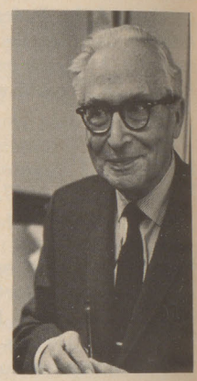
Always interested in McGill, he was elected graduate governor in 1965 for a five year term. He also served as director of the Friends of McGill and as a member of the University Investment Committee.

In June 1964, he received the Honorary Degree of Doctor of Laws from Middlebury College and was hailed as a "devoted benefactor to the high purpose of liberal education."

Mr. Tsolainos will long be remembered as a loyal servant to his country and an esteemed international citizen, dedicated to the educational betterment of youth.□



Kyriakos P. Tsolainos BA '18



Dr. Alton Goldbloom BA '13, MD '16

Dr. Alton Goldbloom, BA '13, MD '16

"Paediatricians stay young because they are dealing with people destined to live rather than with people going down the slopes."

Such was the spirit which dominated Dr. Alton Goldbloom, the internationally-known "grand old man" of Montreal paediatrics, who died on February 3, 1968 in his seventy-eighth year.

In the early 1920's he became the first physician in Canada to specialize in the newly emerging field of child care, and rapidly became one of its most respected and dedicated leaders. In recognition of his services, he was honored by medical associations in Canada, Britain and the U.S.

Through all his success Dr. Goldbloom remained kindly, good humored and deeply sympathetic, qualities which he clearly illustrated in the following autobiographical resumé, written for *The McGill News* in March, 1966:

"Born Montreal, 1890. A smattering of education acquired in Montreal, Massachusetts, Colorado, Manitoba and was eventually able to enter McGill in 1909 through the back door of a much easier Manitoba matriculation which was then the equivalent of a present day ninth grade education. I obtained a BA in the same almost fraudulent manner by taking a seven year double course in Arts and Medicine. Two years of Arts and two of medicine and you were a BA — through examinations which any mediocre eleventh-grader today could pass handily.

"The doctor of Medicine which I obtained in 1916 carried with it, as it still does, a master of surgery, but in truth I was neither. Some scientific and perhaps intellectual growth came after four years of internship (an unheard of period in those days), the last three being at the famous Babies Hospital in New York. Medicine was just emerging from centuries of empiricism and I began to sense its potentialities. To some extent I grew along with it. Virtually rejected by the two teaching hospitals, I was attached to the Children's Memorial Hospital — with a total medical staff of three, and a surgical staff of two.

"Such were my beginnings, but I was swept along with the swelling tide of the new, and at first despised, specialty of paediatrics. Over the years paediatrics grew, the Children's Hospital became a teaching hospital, paediatrics became a major subject in the curriculum and a separate department with H. B. Cushing as its first full professor, followed by R. R. Struthers, and then by me. During my tenure the hospital and I were swept into the stream of progress, and I was at last able to feel that I was making a small contribution which, eventually through my successors has made the now Montreal Children's Hospital the great institution that it is to-day.

"In 1953, I reached the then statutatory retirement age and I was made Emeritus Professor [at McGill] and consulting Physician [MCH].

"My medical publications comprise about 75 items — none of them world-shaking. I have contributed sections to text books and have been a visiting professor to a number of universities, notably the Hebrew University in Jerusalem.

"A popular guide book for mothers went through five English, four French and two Dutch editions. In 1958 I published my autobiography *Small Patients* which I am happy to say is still selling. I was married in 1918 to Annie Ballon and after 48 years the marriage is still holding solidly. Two sons, Victor and Richard are both successful paediatricians, one an expert on medical economics, the other an associate professor of paediatrics at McGill."

In an editorial tribute to Dr. Goldbloom, the *Montreal Star* said: "He will be greatly missed, for no-one like him will ever be seen again. To thousands of families he was a guide and a friend — and above all, a friend in need."□

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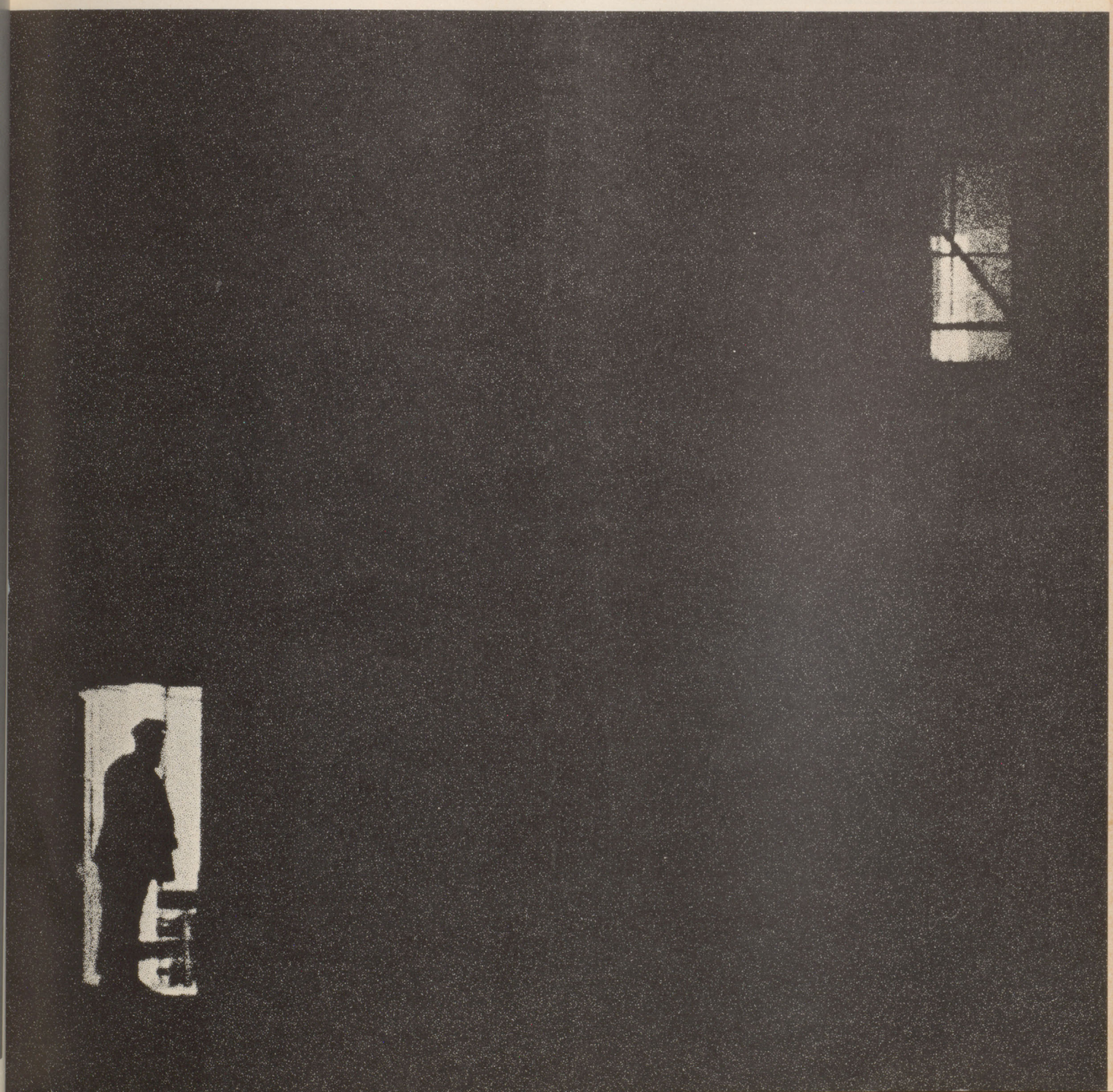
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McGill News

May 1968

The campus at night: for 13,000 students, new opportunities in adult education; for a security guard, a lonely vigil on the graveyard shift (pages 8 through 15).



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The McGill News
Volume 49, Number 3
May 1968

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Editor's Notebook

People often think of a university as a nine-to-five sort of place where young men and women pass the time in the quiet and still air of delightful studies or, latterly, raising hell at sit-ins at the local placement office or Administration building. Many are surprised to hear that the university's work goes far into the night, and that the borders of the campus — in the words of the President of the University of Wisconsin — "are the borders of the state."

To the man on the street, the university more often than not has little relevance to his everyday life and activities. But as Fernand Jolicoeur, Director-General of Adult Education for Quebec recently pointed out: "In a province like ours where about half the active population does not have, on the average, more than seven years of schooling . . . we *must* foresee that the role of universities in adult education will become more and more important, not only in teaching adults and professionals needing refresher and updating courses, but also in preparing teachers for adults, and by supporting research in adult education."

At McGill, there are nearly as many students on the campus after five as there are during the day. They come from all walks of life, and take courses in everything from operational calculus and matrix algebra to elementary sewing. The responsibility for these courses is in the hands of the Department of University Extension — now the Centre for Continuing Education — and recent developments in that department form the basis for our cover story this issue.

The changes which are now being made have been described as evolutionary rather than revolutionary. The idea that academic institutions should reach out to serve the workaday needs of a developing society is not new, and both McGill and Macdonald College have been involved in various forms of public or community service for a good many years. The task of formulating a satisfactory philosophy of public service is of the greatest urgency. As The Carnegie Foundation for the Advancement of Teaching recently put it: "On the one hand the university must remain faithful to its highest ideal, the pursuit of learning; on the other, it must be responsive to the legitimate needs of the society that sustains it. Furthermore, it has a responsibility to make that society a better society."

The new organizational structure of the Centre for Continuing Education is more than just an administrative move; it is a positive step in developing a working philosophy and relevant programmes to further strengthen university-community relations. The results will affect all of us in the coming years.

On another educational front, we present a condensed transcript of a discussion on CEGEPs, sponsored by the Graduates' Society early in April. The panel included C. W. Dickson, Associate Deputy Minister of Education, Province of Quebec; Paul-E. Larose, Director-General of College Education, Department of Education; Dr. Michael K. Oliver, Academic Vice-Principal, McGill; and Dr. Elton R. Pounder, Professor of Physics. Edmund A. Hankin, formerly Vice-Chairman of the Protestant School Board of Greater Montreal, acted as Chairman.

Since June 1967, when the Quebec government enacted legislation (Bill 21) to proceed with the establishment of "colleges of general and professional education" (CEGEPs), 12 French-language CEGEPs have come into existence and more have been planned for the Fall of this year. Little or no information, however, has been forthcoming on the establishment of CEGEPs for the English-language community. Parents and educators alike have been puzzled and disturbed by the lack of information and action on this subject: When will the first English-language CEGEP come into being? Where will it be located? What will be the admission requirements, costs and curriculum? What will its effects be on university entrance requirements and courses?

Many questions still remain to be answered, but some light was shed on the subject during the discussion, which begins on page 16.

Branch Activities are sometimes of no more than routine interest, other than to graduates in a particular area. This issue, however, we note with regret that McGill Governor Douglas Ambridge closed the recent Lakehead Branch meeting to the press while he expressed his views on the current McGill scene. What, we wonder, do the Lakehead graduates now know that others don't?□

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Credits read from left to right and/or top to bottom. Cover, Jean Bruneau; 3, 4 top, B. M. Smith; 5, Foto Lux; 6, top left, B. M. Smith, bottom, Bowe Studio; 7, Chris F. Payne, B. M. Smith; 8, 9, B. M. Smith; 10, Canadair; 11, B. M. Smith; 12, 13, 14, 15, Jean Bruneau; 17, 18, 24, B. M. Smith; 25, right, Ballard and Jarrett.

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Letters

I found both your report (*On hearing the voice of graduates, January, 1968*) and the editorial in the same issue to be thoughtful and perceptive in their treatment of the issues that face the University. The *News* has been outstanding in its coverage of the events that have caused us so much concern.

On the other hand I found that reading the comments of graduates "who graduated earlier than 1955" was a very depressing experience. One wonders how a professional man who graduated from the University in the 1930's could possibly give such an impression of having entirely avoided the implications of the last 30 years. For most men of concern (many with fewer educational advantages) those implications have put in question some of the more basic assumptions that support our Western social organizations and particularly those of our educational institutions. It would be very strange indeed if the accustomed structures of our University could continue to operate effectively untouched, as it were, by the massive changes that have taken place in the world since they were set up.

I hope that graduates who can still speak of the events of the last two months as if student-university relations were still in the 19th century will not be able to hamper the struggle of our University administration to meet the educational needs of the 1970's. I see much evidence of wisdom, ability and good judgment in the way that the men who administer the University have approached our problems. Because there are no easy answers, it is essential that they be free to apply whatever remedies are called for, however drastic.

I would like to have a copy of the text of the report of the Joint Governors-Senate Committee (on the Duff-Berdahl Report) and I would also like to know to whom submissions should be sent for consideration in the final report of the Tri-Partite Commission on the Nature of the University.

I would be glad to do anything I can to help in connection with your proposals for obtaining the views of graduates.

Roy V. Jackson, BCL '48
New Brunswick, N.J.

Just a note to express my appreciation for the efforts that went into the recent edition (January) of *The McGill News.*

The coverage of current campus student/university problems was most interesting. As a long time (if modest) contributor to the Alma Mater Fund I was beginning to wonder if I was interested in continuing to contribute in the face of apparently irresponsible student activities.

The enclosed cheque indicates that at least for another year I will maintain association with the University.

Charles M. Williams, BEng '49
Niagara Falls, Ont.

If anyone has a photograph of the December, 1957 performance of "Sing at Christmas", I would be very obliged if he would contact me at 6529 Merton Road, Montreal 29, Que.

M. Silas, BA '58
Montreal

With reference to *The McGill News* of March, I couldn't help noticing a photograph on page 17 with the caption "Troops tramp wearily through the early morning mist somewhere in the European Theatre during WW II."

The caption is in error. The scene is of troops moving beside a flooded rice paddy in Korea during the Korean War. I believe the time is in the neighborhood of April, 1951, and the unit is the 2nd Battalion PPCLI (Princess Patricia's Canadian Light Infantry). I recognize the terrain, the equipment, the uniforms, and some of the faces.

Please excuse me for bringing this to your attention. I just couldn't resist it.

Dr. Donald R. Copley, MD '60
Markham, Ont.

(*Our thanks to Dr. Copley for pointing out our error. The* COTC *tells us that former members of the McGill Contingent also served in the Korean conflict, although there was no formal McGill unit as such. Ed.*)

As an old fogey who derives much entertainment observing the vagaries of human behaviour I am invariably impressed with the insufferable arrogance of the left wing "knee jerk" liberals.

A case in point is the antics of one Barry Crago as reported in the March issue of *The McGill News.* Mr. Crago, a first year music student (and therefore, I presume, a member of the McGill community for some 5 months) had the colossal impudence to presume to dictate who shall and who shall not interview senior engineering students at the University with a view towards employment. A man with his penchant for controlling other peoples' lives is wasted in this part of the world. He should be living in some totalitarian country where he can ultimately hope to rise to become Il Duce, or Maximum Leader, or even Supreme Führer.

And if I may be permitted a comment on the letter of Mr. George Farkas in the same issue, Mr. Farkas is incensed at the Dow Chemical Co. which makes napalm which it sells to the U.S. Armed Forces which uses it for the sole purpose of incinerating innocent Vietnamese babies. I must presume that Mr. Farkas is equally annoyed with IBM which wants to sell advanced computers to the Russians to be used for designing improved ballistic missiles which are to be sold to the Egyptians who will use them for the sole purpose of blowing up innocent Israeli children.

In any event Mr. Farkas should not be too hasty in his condemnation of Dow Chemical. If, as some peace-loving countries in the U.N. demand, armed force is finally used against Rhodesia to force it to desist from being a threat to world peace, a stock pile of napalm to use against the recalcitrant Rhodesians might come in very handy.

Lyon Steine, BSc '24, MD '28
Valley Stream, N.Y. 11580

I herewith enclose my cheque as a subscription to the Alma Mater Fund and *The McGill News* and hope my small account in the Royal Bank still covers the amount.

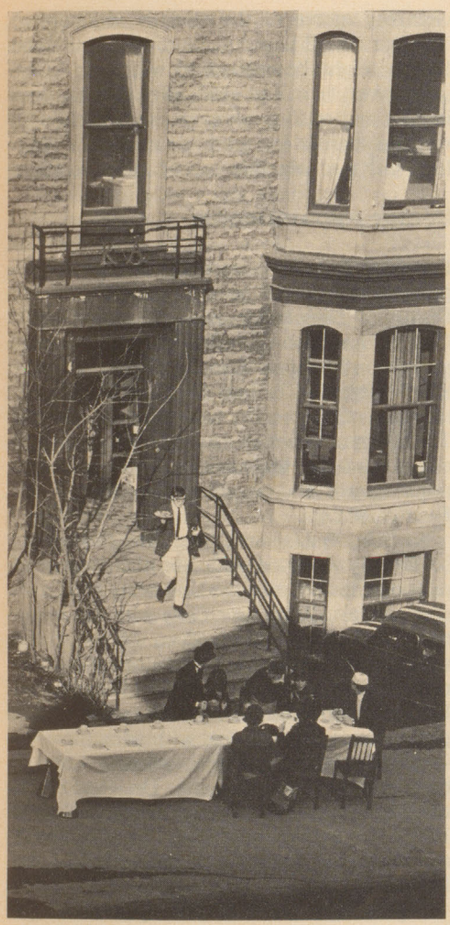
I am decidedly in the ancient bracket, but still find items of interest in the *News* and occasionally contact a grad for a yarn.

My recent dash to Macdonald College '67 reunion was most enjoyable and stimulating—even to hopes for a further visit.

Charles M. Spencer, BSA '11,
Northland, New Zealand

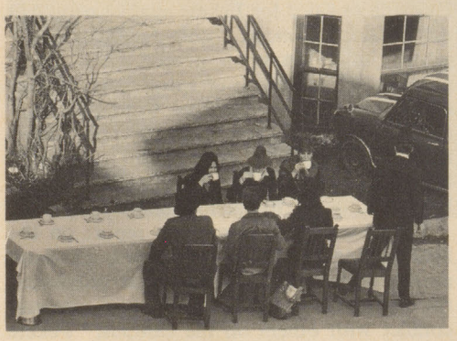
A mod tea party

"Thus grew the tale of Wonderland" — with apologies to the late Charles Lutwidge Dodgson.











There was a table set out on the sidewalk in front of the fraternity house, and some Mod Hatters and their Birds were having tea at it. The table was a large one, but all seven were crowded at one end of it.

"No room! No room!" they cried out when they saw a Citizen approaching.

"There's plenty of room," said the Citizen indignantly, as he conjured up a chair out of thin air and sat down. "May I have some tea?"

"Not until you put on a Mod Hat," chirped the Birds. The Citizen accepted, and anxiously waited for someone to pour his tea.

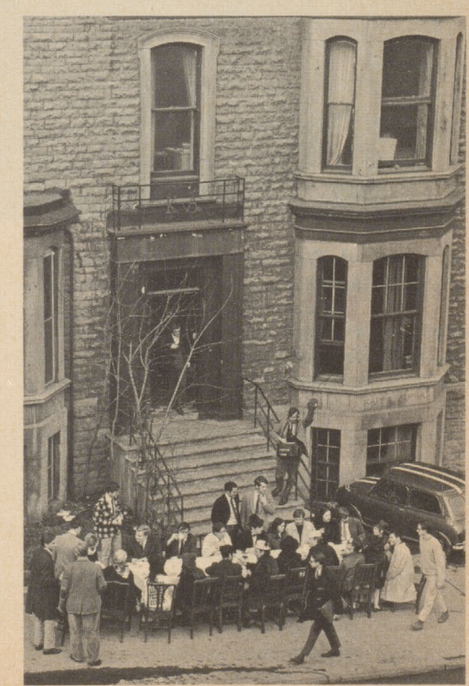
Suddenly, one Hatter pushed back his chair and hurried up the stairs. "Where are you going?" asked the Citizen, rather too loudly.

"Shhhh!" replied the Hatter, "to study for an exam." And he disappeared into the house.

By and by more Citizens and Hatters gathered at the table, each clamouring for a clean cup. Poor Citizen was pushed out of his chair as the crowd swelled.

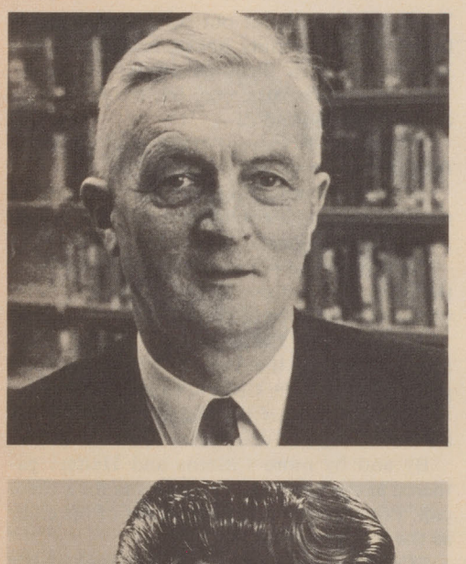
"I'll never go there again," humphed the Citizen as he left, "that was the stupidest tea party I ever was at in all my life."

"Curiouser and curiouser," chorused the Hatters. □



McGILL UNIVERSITY LIBRARY

What the Martlet hears





Top: Dr. D. S. Penton, newly-appointed Schools Liaison Officer.

Above: Robert Sauvé, associate director of McGill's Industrial Relations Centre and associate professor of the Faculty of Law.

Newest Faculty Named

McGill's recently-formed Faculty, which combines the commerce division of Arts and Science and the Graduate School of Business, has been officially named the Faculty of Management. The new Faculty, to be in operation by June, will be ready to receive students next September.□

Discipline: The Last Round?

More than half an academic year after the now-famous *Daily* incident sent the campus into a tizzy last November, the Senate Committee on Student Discipline finally heard the case of fourth-year Arts student John Fekete on March 26, and came to the inevitable decision to impose "the penalty of reprimand" on him for his role in the affair.

From the start, the case was unprecedented in McGill's history. Never before had a student challenged the University and its Principal in a court of law, but then nobody had ever been charged with "obscene libel" before. The subsequent actions by both Fekete and Dr. Robertson split campus opinion in various ways: faculty members and students in the Humanities sided for Fekete against people in the Physical Sciences; within Faculties themselves, junior lecturers argued with senior professors on freedom of speech and the student press; many felt that Administration action was hasty and extreme; still others thought Fekete acted foolishly in adopting a formal, legalistic position in what should have been a matter for the campus community only.

The Discipline Committee's report on the final hearing stated that despite warnings from *Realist* editor Paul Krassner that publishing the controversial article "might lead him into conflict with others on the campus," Fekete nonetheless "admitted that he took the initiative in publishing (it), that he anticipated that it would produce a shock effect on the campus, and that indeed he intended that it should have this effect." The student, it noted, "accepted full responsibility himself," but found "that his responsibility . . . is at least as great as that of Messrs. Allnutt and Fournier (the *Daily* editors) on the basis of his own testimony."

In the end, everyone breathed a sigh of relief that the long-winded business was over. But the whole question of discipline is still wide open for debate. Will McGill have to codify its rules of behaviour to deal with the changing mores of the campus community? The last round is yet to be fought, and John Fekete might be around to watch it. As we go to press, he will be graduating with honours in Arts and making plans to return to McGill next September for graduate courses in English, with a scholarship tucked in his pocket.□

Senior Appointments

Principal Robertson recently announced appointments to two senior posts: Dr. D. S. Penton, retiring headmaster of Lower Canada College, has been named to the newly-created position of Schools Liaison Officer, effective September; and Robert Sauvé, former secretary-general of the Confederation of National Trade Unions, comes to McGill as associate director of the University's Industrial Relations Centre and associate professor in the Faculty of Law.

As Schools Liaison Officer, Dr. Penton will be directly involved with the maintenance of relationships between the University and Canadian schools. Working closely with the Registrar's and Admissions offices, he will travel widely, informing school educators of requirements and curricula at McGill and keeping the University up to date on the schools' academic programmes. He will deal with administrators — principals and guidance officers — and at their request, with students. Dr. Penton became headmaster of Lower Canada College in 1941. An active participant in community affairs, he was awarded an honorary LLD by McGill in 1959.

Sauvé, who received his MA from the University of Montreal in 1955, will be in charge of the labour education programme for the Industrial Relations Centre, whose members include representatives of labour unions, industries and other institutions with industrial relations problems. He will assist in the centralization and co-ordination of services which the Centre is being called upon to provide for the trade union movement.

He will also teach courses in labour law in the Law Faculty, and will assist in directing research projects for students working on problems in the labour movement and in industrial relations.□

U.S. Economic Expert

Henry K. Heuser, BA '32, MA '33, globe-trotting economist with the American govern-

Harry Heuser visits one of the nurseries in Northern Italy assisted in 1956 by American food programmes.



ment, has been recently appointed Chief, International Assistance Coordination at the U.S. Agency for International Development. Under his direction, ways are found in which U.S. foreign aid programmes throughout the world may be harmonized with similar programmes by other countries, such as Canada's.

Heuser has spent many years involved with U.S. foreign aid programmes. During the Marshall Plan years he worked from 1949-52 at the European headquarters in Paris in international finance; later in Rome, he administered a feeding programme for about 1,500,000 needy children in Italy.

His association with development aid began in earnest with an assignment in Seoul, Korea (1958-60), where he was in charge of programme planning and economic analysis. In 1960 he served as acting director of the entire U.S. aid effort in Korea, laying the groundwork for the later rapid economic development which took place there. He was deputy-director of the U.S. Aid Mission in Tunisia (1961-64), when the U.S. together with several other countries, supervised the construction of a new University of Tunis.

As Counselor for Economic Affairs in Libya from 1964-66, Heuser followed the dramatic upsurge of output in oil and the resultant competitive bidding for the new concessions. He also administered the work of twenty experts assigned to the Lybian government in fields ranging from vegetable canning to financial policy.

A year later, he served as Deputy-Director of the U.S. Aid Mission in the Sudan, Africa's largest country. The Sudan had already attained a fairly high level of development through the great cotton schemes started by the British along the Blue Nile in the 1920's and the big irrigation dam built by the World Bank together with British, Italian and German capital. Developments finished or brought close to completion during his years in the country were one of the world's largest cotton and spinning and weaving mills, and large numbers of schools.

"The most exciting experience for me was the Sudan," writes Heuser. "With the civil war still going on in the Southern Sudan, no visits were possible there, but there is no better place for sand grouse shooting than along the White Nile, or water skiing the Blue Nile, both near Khartoum, or for hunting the Tiang antelope. I would have loved to have stayed on in that interesting country had it not been for Sudan's breaking diplomatic relations with the U.S. and Britain during the Arab-Israeli war last June." □

Darwin Film Expedition

In early June, a five-member Harvard-McGill contingent will set out on a three-month expedition to South America and the Galapagos Islands to make an educational documentary film on the formation of Charles Darwin's theory of evolution.

The film will concentrate on the influences which Darwin's voyage aboard the *H.M.S. Beagle* (1831-36) had on the later formation of his famous theory of evolution by natural selection and eventually on man's conception of his own role in nature. When completed, it will make an important contribution to teaching fundamental courses in biology and the history of the biological sciences.

The documentary will attempt to gain a clearer insight into the formation of certain scientific theories by examining specific elements of Darwin's theory, such as the biography of South American flora and fauna; the relationship between living and extinct species as revealed by Darwin's South American fossil discoveries; the flora and fauna of the Galapagos Islands, especially the relationship between native species and those of South America; and variations between species throughout the islands of the Galapagos archipelago itself. The film will also focus on Darwin as a person, the changes which the voyage made in his thinking, and the amazing

Martlet/continued
process of self-education which he underwent.

Members of the expedition include four Harvard students, qualified in the fields of Science Biology and South American History, and Bob Firger, a McGill undergraduate in honours psychology. They will be accompanied by a professional director-cinematographer who will be in charge of the photography. The group has received enthusiastic support from both universities, as well as from a number of private concerns.

Once the filming has been completed, an advisory committee chaired by Dr. Ernest Mayr, director of Harvard's Museum of Comparative Zoology, and one of the world's leading evolutionary biologists, will offer advice on writing the script. Eventually, it is hoped that the film will be available for use by college biology students, and NET — the U.S. National Educational Television network — has picked up the option to show it. □

The Sports Scene

News from the Athletics Department is not very encouraging these days. Towards the end of a dismal year for intercollegiate athletics, the Montreal Alouettes announced they were pulling out of Molson Stadium in favour of the Expo Autostade, a move that will cost the department about $75,000 gross revenue this year.

In a three-way vote for the Major Stuart Forbes Trophy for Athlete-of-the-year, squash ace Peter Martin won out over football star Wade Kenny and wrestling champion Ron Stoodley. The Redmen squash team won the OQAA championship, the University's only major team victory last season.

Several staff members recently handed in their resignations to athletics director Harry Griffiths. After 21 years of service, Prof. Howie Ryan is retiring as director of intramurals and recreation. During his career he displayed versatility as coach of rugger, varsity basketball, track, harrier and gymnastics in addition to his heavy duties as intramurals director.

Replacing Ryan is Robert Dubeau, a physical education graduate of McMaster University. In addition to his duties as acting director of intramurals and recreation, he will be golf coach and will assist in the squash programme. Dubeau's competitive achievements include Canadian Intercollegiate Squash Champion in 1968, and his record in intercollegiate golf tournaments includes OSLAA Individual Champion in 1965 and 1966.

After ten years of coaching hockey and football teams, Dave Copp, BSc(PE) '59, is leaving McGill to become assistant to the director of intramural sports at the University of Toronto. He will also be an assistant coach of the Varsity Blues football squad and a lecturer in the School of Physical Education. His replacement as head coach of the Redmen hockey team is former All-American Boston University hockey star Brian Gilmour, who has accepted the difficult task of improving the Redmen's performance. □

Birks Gold Medal

This year the Birks family, at the request of the department of metallurgy, has established a medal to be awarded to "the best graduating student in metallurgical engineering with the proviso that it will not be awarded if there is no candidate who, in the opinion of the department, does not meet a very high standard." The Birks Medal, fashioned of solid gold, carries an engraving of the founder of Henry Birks and Sons on its obverse side; the McGill crest appears on the reverse face, on which will also be engraved the name of the recipient.

The first winner is Raymond Pallen who graduates in May with first-class standing. During his undergraduate years, he was a University Scholar and the recipient of both Kennecott and McConnell Scholarships. During his final year he was awarded a Gardner-Denver Scholarship, one of two such scholarships awarded annually across the country.

"The presentation of this distinctive medal," says Prof. W. M. Williams, chairman of Metallurgical Engineering, "places McGill into a category occupied by other renowned departments of metallurgy around the world. The University of Sheffield and Imperial College, London, for example have the support of their Worshipful Companies of Goldsmiths and Ironmongers."□

Integrated Law Degree

Commencing this fall, McGill's Faculty of Law will offer a complete programme of Common Law studies leading to the degree of Bachelor of Law as well as the traditional Bachelor of Civil Law. According to Dean Maxwell Cohen, the programme will offer courses in both of Canada's legal systems to provide a basis for developing the first "truly general Canadian lawyer," capable of practising in all parts of Canada.

An additional year of study will be required beyond the BCL for the LLB degree. Students not taking the latter will be required to take some common law courses in their third year. Although it is not expected that all students will seek both degrees, they will benefit from knowledge gained in studying the second system. The law Society of Upper Canada has approved the programme, thus permitting graduates with an LLB degree to sit for the Ontario Bar examinations.

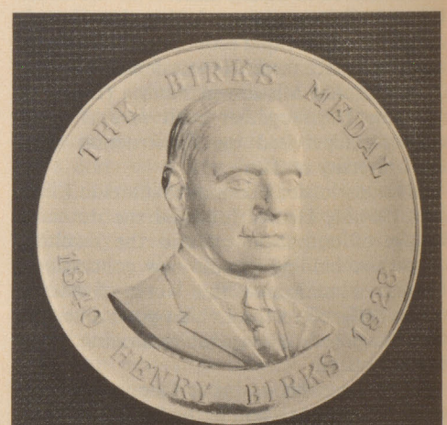
The Faculty also announced an increase in the number of French language courses, and

Below top: Howie Ryan (l.) retiring director of Intramurals and Recreation, and his successor Robert Dubeau.

Bottom: The new Birks Gold Medal for excellence in Metallurgical Engineering.







hopes to encourage English students to familiarize themselves with French as a working language. As always students will be able to write their examinations in the language of their choice.

Through these programmes, McGill hopes to attract Quebec students from both language communities, as well as those from all parts of Canada and abroad. "The priorities of the Faculty," says Dean Cohen, "reflect its determination to become a law school where a total Quebec, Canadian and international point of view may be developed, and training obtained that provides an understanding of, research into, and professional competence in Canada's two great legal systems."□

English Summer School

Summer activities at the University this year will include, for the first time, a five-week summer school in English under the direction of Leslie Duer, associate director of first-year English programmes. Open to McGill students, teachers, and the general public, the school will offer six credit courses from first to fourth-year level. An "Introduction to Drama" course will also be given by Dr. Michael Gregory, head of the English department of York University, Toronto.

Teachers may take courses either as credits towards an uncompleted degree or as refreshers. In certain cases, McGill students requiring an extra course due to programme change or failure to pass an English course, will be able to take advantage of the School. Accommodation for out of town students will be available in campus residences.□

Notes from the Libraries

This spring, the Redpath Library received a valuable addition to its collection of Canadiana and the Faculty of Medicine's Osler Library lost the services of its longtime Librarian, Cécile Desbarats.

Collector Lawrence Lande, BA '28, recently presented the Rare Book Room with two volumes of "A Check List of Canadian Broadsides and Ephemera before Confederation" from his private collection. In making the source material more accessible to students of Canadian History, Lande photocopied some 200 items including old, almanac-like calendars, one of the earliest fire insurance policies issued in Canada, and considerable material about Joseph Papineau, whom the British Government once labelled "this traitor and rebel" and put a price of £1000 on his head. Of the four copy volumes produced, two were presented to McGill, one to the Lande Foundation, and the other will remain with the original material.

Effective at the end of May, Cécile Desbarats will retire from the post she has held since 1952. Noting that she had joined the staff in 1942 as part-time secretary to Dr. W. W. Francis (the original Osler Librarian), Dr. Donald G. Bates of the department of the History of Medicine praised Miss Desbarats' "outstanding contribution to the Library's reputation for competent service, enthusiastically rendered."

Her *tour de force*, perhaps, came in 1965 when, in the midst of a complete recataloguing project and without closing the Library to users, she supervised the dismantling and moving of the Osler Library from the old Strathcona Medical Building to its present location in the McIntyre Medical Sciences Building.□

Emeritus Governor

G. Blair Gordon, BSc '22, recently retired from a distinguished career on the Board of Governors, has been appointed Emeritus Governor, an honour not frequently granted. The only other living Emeritus Governors are Messrs. W. M. Stewart, R. E. Powell, and B. C. Gardner.

At the time of his retirement he was the senior governor, and during his 21-year tenure, he was a member of several of the most important committees of the Board. In 1948 he directed the most successful capital campaign held in the history of McGill up to that time.□





Top: Osler librarian Cécile Desbarats, left, receives a copy of Dr. Wilder Penfield's "The Torch" from the author on the occasion of her retirement. Looking on are Mrs. Penfield and Dr. Donald G. Bates, chairman of the Department of the History of Medicine.

Above: Lawrence Lande, right, presents photocopies of rare Canadian Broadsides to University Librarian Keith Crouch.

The university and community service

Adult education and extension work are revitalized in the expanded programmes of the new Centre for Continuing Education

"One of the University's most important functions in what might be termed community service is that carried out by the Department of University Extension," wrote Principal H. Rocke Robertson in his 1966-67 Annual Report. "The University of today has a direct responsibility in the field of adult education."

Historically, McGill has been engaged in university extension work in the form of evening lectures for over 60 years; at Macdonald College, the idea of service to the community—especially to the farm, home and school — was fostered even earlier by Sir William Macdonald. Pace-setting adult education programmes were initiated at Macdonald during the late 1930's, when Dr. W. H. Brittain and the late Harry Avison founded the Canadian Association of Adult Education, Farm Radio Forum and its associated discussion groups, Citizens Forum and Camp Laquemac — a bilingual, bicultural residential seminar. On the downtown campus, growth was dramatically expressed in terms of numbers (441 students in 15 courses in 1941 vs. 13,000 students in 304 courses in 1968), but McGill has operated its extension activities on a somewhat passive and vague philosophy that it is the University's "duty to make itself the intellectual centre of the community." Criticism has often been leveled at the University for not providing credit courses for a degree at night; night students, the argument runs, are not able to devote as much time to their studies as regular daytime students, and as a result the ultimate product — the graduate — would not be as well trained and the standard of the degree would fall.

McGill today, however, is taking a hard look at its role in adult education and extension work, and the Extension Department is being reorganized to meet the ever-changing needs of the community in the age of technology. "The result", says director Dr. Edward C. Webster, BA '31, MA '33, PhD '36 (*above right*), "will be some very significant changes to the present setup." After a year of study following a Report by the Senate Committee on Extension, Dr. Webster and his counterpart at Macdonald College, Dr. Mark Waldron, BSc/Agr '59, have reshaped their respective departments into a more efficient, closely-knit unit which will be in full operation by next September. Even the name will be changed: as of June 1, 1968, all university extension and adult education programmes will come under the new Centre for Continuing Education.



"It is now considered a crucial time," says Dr. Waldron, "for the development of university-community education. The community, the clientele, the professions and governments are ready for such a programme using the most modern technology possible in realistically linking the university with the community."

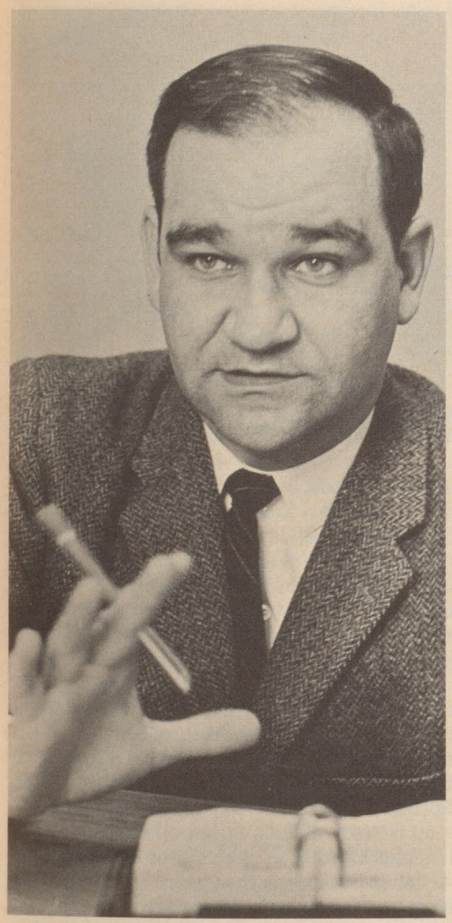
The question, of course, is how far the University will go in making its resources available for a wide variety of public service activities. Since university public service is a concept which is difficult to define precisely, the Senate Committee on Extension expressed the general philosophy that "the proper role of Extension is to open the doors of the University to people who are competent to profit from the instruction and the facilities that are available . . . " and that it "should also *take* the University, its knowledge and its insight to those who give leadership in the community and world affairs, and to others who may contribute, if they are unable to come and get it."

Blueprint for Change

In making its recommendations, the Committee gave low priority to degree courses at night or to the possibility of daytime summer courses. But it did map out a blueprint for change which provided Dr. Webster and his staff with the basis for solid development. Noting that "not enough has been done to give the Department a status and physical facilities" to facilitate its work, the Committee concluded that a reorganized committee on extension should have "a status appropriate to that of a body responsible for a major activity of the

Opposite: Dr. Edward C. Webster, director of the Centre for Continuing Education.

Below: Dr. Mark Waldron supervises activities of the Centre at Macdonald College.



University," and that its director should have a status "essentially equivalent" to that of a Dean of a Faculty.

High priority was given to: refresher, updating courses, particularly in business and engineering; more engineering post-graduate courses; encouraging University cooperation with professional bodies (e.g. accountants) who have their own examinations where McGill has expertise or special equipment and facilities; certification programmes of study for people—particularly married women — who already have degrees but who want more specialized courses or a second degree in another discipline; non-degree courses of a general or cultural nature; and providing leadership in such fields as adult education and community and resource development in rural areas.

Thus armed with a guiding credo and priority projects, the Centre for Continuing Education is rapidly taking shape.

Decentralization is the Key

The key to the operation of the new Centre lies in its decentralized administrative structure. Working with its director, Dr. Webster, will be six associate directors, each with an administrative assistant, who in effect will be "department chairmen" of Extension. Each associate director will have an academic appointment although some may devote full time to continuing education, and each will have his own budget to be submitted through the director. For purposes of the Centre, the Montreal and Macdonald campus will be considered as one, and the senior man at Macdonald (Dr. Waldron) will be both associate director for continuing education in agriculture and director of adult education on both campuses.

Four of the six associate directors have already been appointed: Prof. Gordon McElroy of the Faculty of Education will be in charge of Professional Education, which includes developing continuing education programmes for teachers; assistant Prof. John Cherna of Engineering will look after engineering courses; Asst. Prof. Pamela Stewart of the Italian department will supervise language courses; and Alistair Duff will handle all the accountancy courses. The remaining two positions will be filled at a later date, but for the coming year at least Dr. Waldron will act as associate director of agriculture.

Once the broad areas of continuing study have been defined, the associate directors will be responsible for studying the educational needs in their areas, developing evening and summer courses and obtaining staff, securing approval from the appropriate academic officer, promoting programmes and supervising registration, and evaluating course effectiveness. Salaries will be based on the proportion of time each associate director might spend in guiding his area of continuing education, and Dr. Webster estimates that the total additional cost of the new organization will be somewhere between $45,000 and $65,000 per year.

The question of financing — and the related problem of finding qualified staff to carry out the programmes for the new Centre—is always foremost. "The Centre has to be self-supporting," says Dr. Webster, "the Quebec government insists on that." Indeed, each associate director — unless specifically exempted — is expected to show a surplus of income over expenditure at the end of each financial year. Fees for courses range from $25 to $100 for an average series of 25 lectures, but the lecturers are well paid. "A recent Memorial University survey," Dr. Webster notes, "showed that no place else in Canada pays more than $20 per hour for evening lecturers. Our pay scales range from a $20 minimum to $40 per hour for qualified people who have been with us for a number of years."

Where do the lecturers come from? About half of last year's staff of 285 instructors were McGill staff, with the others coming from downtown businesses and industry. For some (especially regular McGill staff members who are disgruntled about low pay rates), the lure of the $20 per hour rate for teaching a few extra hours a week is a powerful incentive to put in the extra time at night. The danger, of course, is that some lecturers will "teach" just for the money, but under the decentralized system where the associate directors will keep a close eye on their own areas and staff, the standards of performance should be maintained at a high level.

As a psychologist, Dr. Webster is concerned that the present highly-centralized procedure means that relationships between staff and administration — and even between students and administration — are very formal. "Next winter," he says, "we hope to have four meetings of staff to see if we can't work out some way in which the evening teaching staff can have some say in what goes on in the Centre. McGill people already have a say in what goes on through their faculties, but the whole mechanism now means that the downtown people only come up here to make so many bucks an hour. That's bad from an educational point of view."

In addition to improving the internal relations, Dr. Webster believes that sound public relations demands that all educational programmes directed to the public should be closely identified with the Centre. Academic departments, and special groups, he says, should have freedom to develop courses as they see fit but, publically at least, this should be in cooperation with the Centre.

New Horizons

In preparing their new programmes, Drs. Webster and Waldron have done a great deal of research, even to the extent of examining minor

Below: In an off-campus classroom at Canadair, lecturer John Martin ponders a design problem with his class. At right, Canadair's Lutz Jacoby (right) and Martin inspect a model of the firm's CL-215 amphibian.





University and Community Service/continued
irritating details such as the lack of parking space on campus for evening students, and major topics such as the lack of access to the already overcrowded Redpath Library. Their recommendations will expand the horizons of the Centre to the point where Dr. Webster predicts that, if the ideas are accepted, "there will be a 50% increase in classes and a 100% increase in students within two years."

Among the new programmes is a draft programme for junior and middle management in the transportation industry, prepared by the staff at Canadian National Railways. Courses will parallel those existing in Industrial Management and Banking, and will lead to a certificate in Transportation Management after four to five years' study.

In cooperation with the McGill Fund Council, a series of lunches was organized with representatives of business and the professions to work out proposed courses in Retail Management and graduate training in Industrial Engineering.

The Society of Actuaries was approached for cooperation in the development of a group of courses to prepare candidates for Parts III, IV and V of the actuarial examinations.

The presidents of the Canadian Federation of University Women and the McGill Alumnae have been asked to explore what might be done for married women who want to improve their work qualifications.

Discussions were initiated with the Faculties of Education, Music and Medicine to have courses for teachers and technicians in the three disciplines. Other programmes for developing psychological technicians, translators and accountants have also been discussed.

At Macdonald College, Dr. Waldron will head the Centre for Continuing Education and will also be responsible for the Community Programmes operation on a total University basis with staff on both campuses. Working with him will be associate director Galen Driver, and Professors Walker Riley and Peter Hamilton, extension specialists in agronomy and animal science. Driver and an assistant will handle off-campus extension work in rural communities, setting up workshops, seminars and meetings with agronomes, the agricultural industry, rural groups and farmers.

One of the most interesting of the community extension-type programmes is the Dairy Herd Analysis Service (DHAS), initiated a couple of years ago by the College. Described as "an electronic age service to dairy farmers" it is, in effect, a computerized milk test which combines proven farm practices, research and technology. Once a month, a field man in a rural area picks up milk samples and other information (type of cow, what she has been fed, whether or not she is pregnant) from each cow in a given farmer's herd. Samples and data are sent in to the College where the milk is analyzed by an Infra-Red Milk Analyzer (IRMA); the data is fed into a computer which produces figures for total milk, fat test and solids-non-fat, age and weight, date to breed and when to "dry off", recommended date of feeding meal, value of milk to date and income over feed cost for each animal in the herd. In addition, the printed form allows the dairyman to see production and feed averages, measure of feeding efficiency profit over feed cost and other useful figures for his whole herd. This complete analysis of the individual's dairy business operation costs the farmer only one cent per cow per day, and many in Quebec have taken advantage of it: nearly 600 herds are now on the DHAS, and the service is being extended to other provinces, notably in the Maritimes.

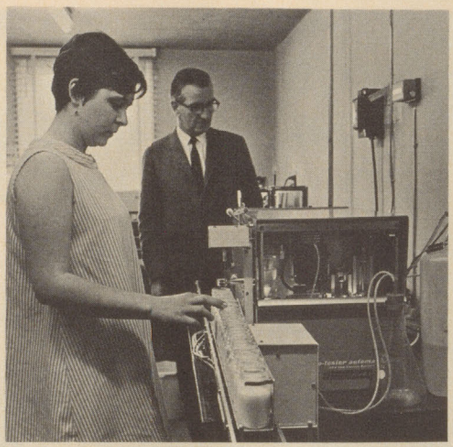
Other farmers are benefiting directly from the facilities and expertise at Macdonald. As a follow-up to the Soil Testing Service which started in 1965, the Department of Soil Science initiated a Land-Use Planning Service in the Spring of 1966 on a "pay for service" basis. A map is made of each farm outlining the varieties and location of the various types of soils. A "recipe book" is then made up to give the farmer a clear picture of what crops to plant in which areas of his land, and thus increase his overall profits.

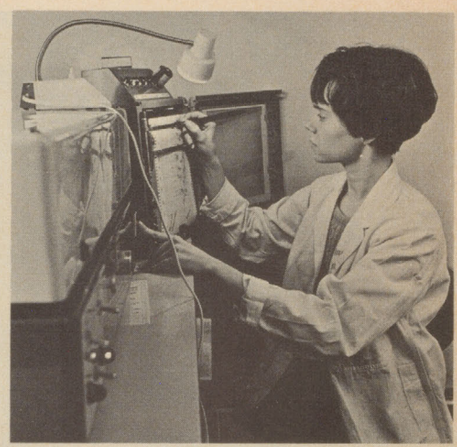
The Community Programmes division of the Centre, then, will provide the main communication link between the Faculty of Agriculture and the community, and it is intended that the agricultural workshops being planned will serve other areas of Eastern Canada as well as rural Quebec.

Other activities at Macdonald will include courses leading to a Certificate in Business, a summer programme of non-credit courses to begin in July, and an expansion of the Film Library, which has for several years provided a valuable programming and film rental service for schools and community groups in Eastern Canada. The latter will be the responsibility of Mrs. Iris Robbins, who has been named full-time Extension Assistant to develop the service.

Below left: Dr. H. F. McRae and technician Teresa Stewart watch milk being analyzed at the rate of one sample every 20 seconds. The automatic analyzer, made in Denmark, is the first one of its kind in North America. At right, technician Karen Grapes uses Infra-Red Milk Analyzer (IRMA) to determine fats, protein and lactose content in a sample.

Bottom: Dairy Herd Analysis Service chief supervisor Norman Campbell and Susan Childs watch the results of a dairy farmer's herd production print out on the computer. DHAS provides a complete statistical report to help the farmer increase milk production and lower costs. About 600 herds in Quebec and 100 in the Maritimes are surveyed each month.





A major part of the Macdonald operation is the information programme, including daily radio programmes — mainly in the Eastern Townships — television, regular weekly news columns, and the monthly *Macdonald Journal*, currently edited by Dr. Waldron. In association with the new Centre for Continuing Education, a branch of the McGill Information Office will be located at Macdonald to handle this area of activity.

In addition to his many duties as director of Macdonald College's extension work, Dr. Waldron has also taught extension methods in the Faculty of Agriculture. His concern that extension methods and rural sociology — both required courses in some areas of the agriculture curriculum — have been taught by non-academic staff, has led to the proposal for a Department of Extension Education and Rural Sociology in the Faculty of Agriculture. "The Extension Service," he says, "has not formally been recognized as a teaching department, nor do any of the extension staff hold academic appointments. The fact is that the department is actively involved in teaching activities, and therefore should be considered as an academic department."

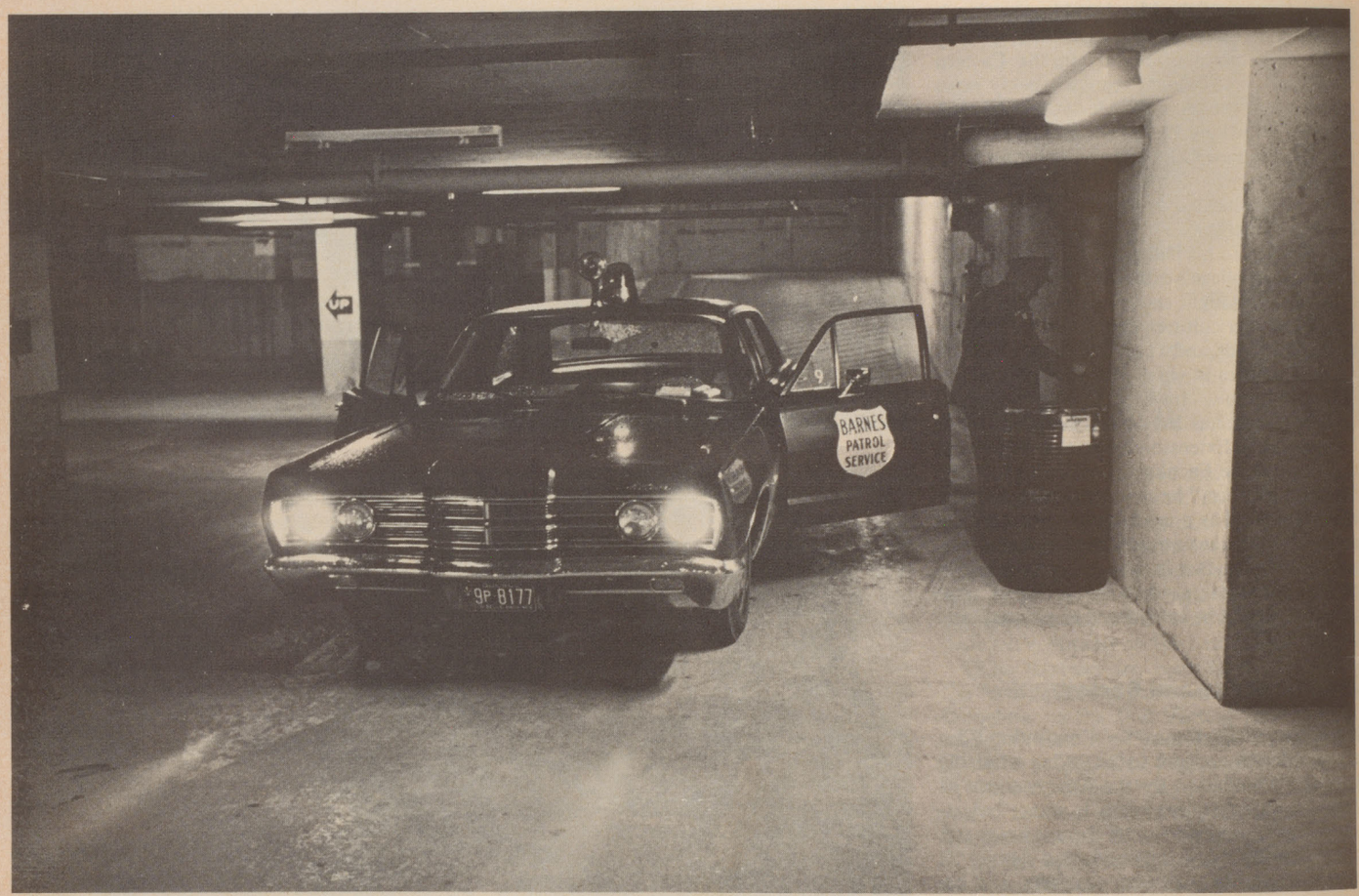
The University and Society

In evolving a new Centre for Continuing Education, McGill appears to be taking what the Carnegie Foundation for the Advancement of Teaching calls "a more realistic stance" vis-a-vis its public service role. "If the university is a true university," says a Foundation report, "it is concerned not just with teaching and research in a strict sense but more broadly with cultivation of the intellect and the faculty of reason, with the refinement and deepening of moral conscience, and with sharpening of aesthetic sensibilities. From it will emanate ideas and knowledge that will be revolutionary in their impact. This will be public service in its truest form."□



A night in the life of Roger Foucault

A nocturnal visit to the campus in the company of McGill's chief security guard.



Roger Foucault's workday begins at 6 pm and ends the following morning at six. For twelve long and often lonely hours, he cruises around the McGill grounds in a radio-equipped Meteor, watching. In an average night, he will drive 75-80 miles around a ten and a half mile circuit, visit dozens of buildings, turn off countless forgotten lights — and watch. Behind the wheel, Foucault munches on apples (his favourite fruit — he eats half a dozen every night), and watches. Sometimes there is trouble on the campus, but mostly it's just dull routine. And his constant vigil never ends.

A former miner, and *forestier* with the Quebec Department of Lands and Forests, Foucault is now a Lieutenant with Barnes Security Services, charged with the overall general security on the campus. He and six other Barnes guards — "Rent-a-Cops" as the students irreverently call them — form the nucleus of a small army of virtually unknown people who look after McGill at night, including watchmen, porters, air conditioning engineers, boiler room attendants, switchboard operators, and janitors.

Recently, photographer Jean Bruneau accompanied Foucault on his rounds and brought back an absorbing account of a world most McGill people have never seen — the University at night. From the depths of the McIntyre Medical Sciences garage (*above*) to the southeast corner of the lower campus, there is hardly an alley or doorway that Foucault doesn't know intimately. "I know McGill better than my own house," says the 53-year old Lieutenant.

For the guards and watchmen, trouble usually comes in the form of an occasional drunk on the campus, a leaky pipe in one of the University's 85 buildings, or student pranks. Foucault has a license to carry a gun, but he never wears it or feels the need to. "We're here to secure the place," he says, "and most students are polite, anyway. But I wish we could convince those who want to cause trouble that we aren't here to cause *them* any trouble."

The job has its rewarding moments, too. One night not long ago, Foucault returned to the guardhouse at the Roddick Gates to find hot coffee and smoked meat sandwiches awaiting him, left there by some obliging students. "You know," he muses, "most of them call me 'Chief', but they don't even know my name."

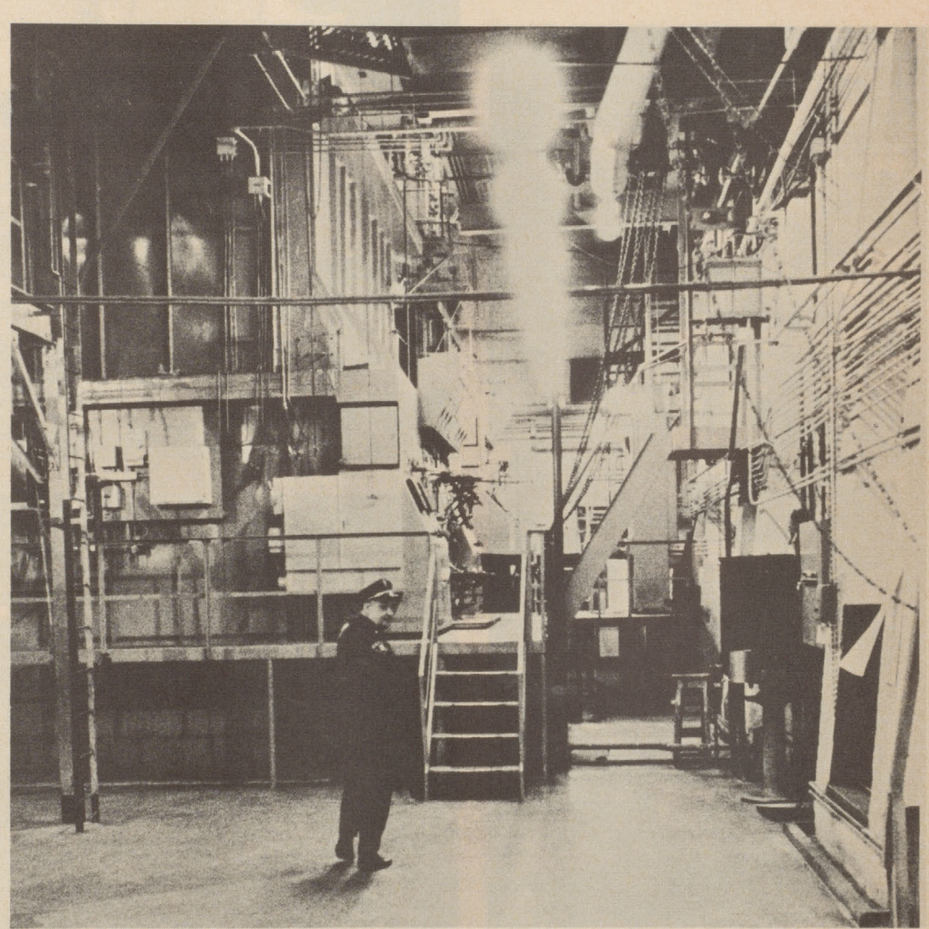


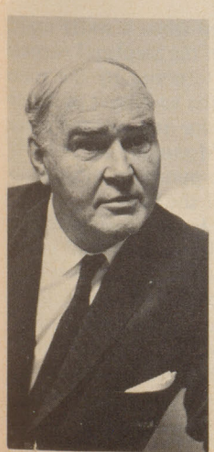
Top: Homeward bound, night students pass through the Roddick Gates, starting point for the security patrol.

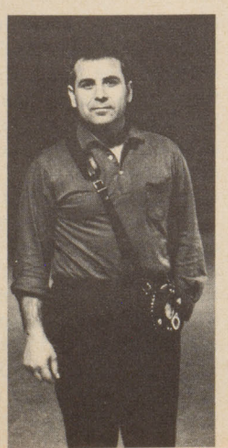
Right: Foucault checks in at the central power station, McGill's noisiest centre of activity. Last year the boilers gobbled up over four million gallons of oil to produce almost three-quarters of a billion lbs. of steam needed to heat the buildings. The University is the fifteenth-largest consumer of power in the Province, and last year its power plant supplied enough electricity to light, heat, and run all the electrical appliances in 4,500 homes for a whole year.

Below, a gallery of McGill's night people: left to right: N. J. Crotty, 57, supervisor of six buildings on the lower campus; Pascuale DiNolfo, 34, watchman at the McIntyre Medical Sciences Building; R. Boucher, 30, shift engineer at the power house; Ted ("Teddy") Davenport, 65, porter at the McIntyre Building, who has been with McGill since 1941; Guido Guidi, 43, cleaner at the Graduates' Society; and J. Michaud, 44, refrigeration engineer at the McIntyre Building.

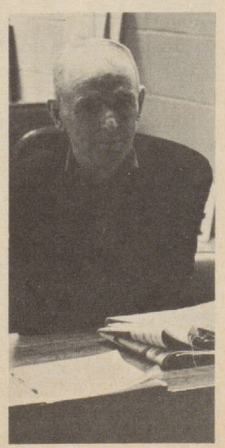
McGill has a total of 203 janitors, 82 maintenance men, 10 boiler room attendants and eight air conditioning plant attendants. Over half a million dollars' worth of repairs are made every year to property which extends over an area of almost four million square feet.

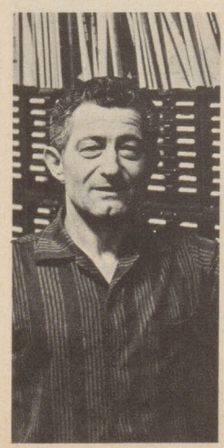






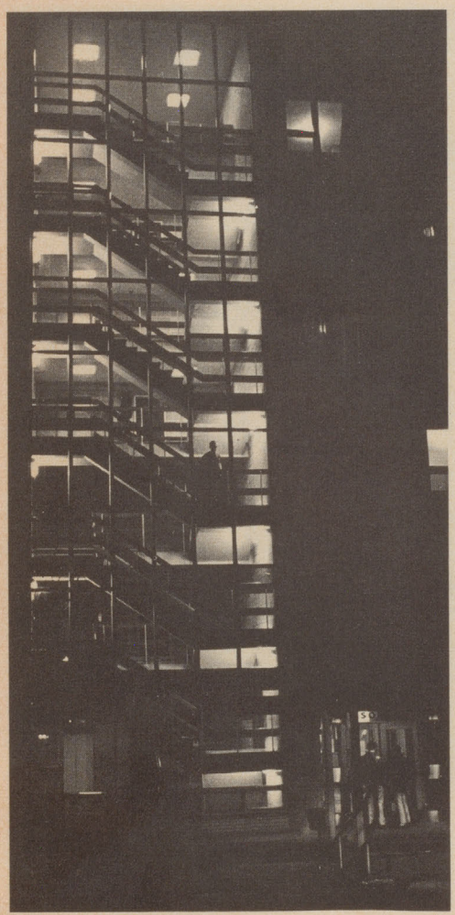














Midnight sees Foucault at the top of University Street, making a tour of the men's residence complex (*left*) before heading back to the Buildings and Grounds offices to fill in his "half-time" report (*top right*). Then it's back to the Meteor for yet another tour of the 85-acre campus (*below right*).

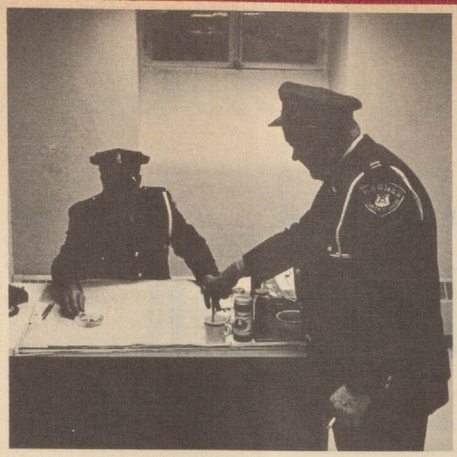
Campus security demands a carefully controlled and tight schedule. Foucault is in constant touch with his office by radio, and logs every event during the night, no matter how inconsequential it might seem to an outsider. "Our job is the protection of property," says Jack Cartlidge, supervisor of janitors and watchmen, "so even a burned out light bulb is important." Every morning at seven, Cartlidge and his assistant go through a hectic half-hour as 35 watchmen and porters report in from buildings all over McGill. The individual reports — which include such details as the temperatures in the buildings — are summarized into a master report for analysis.

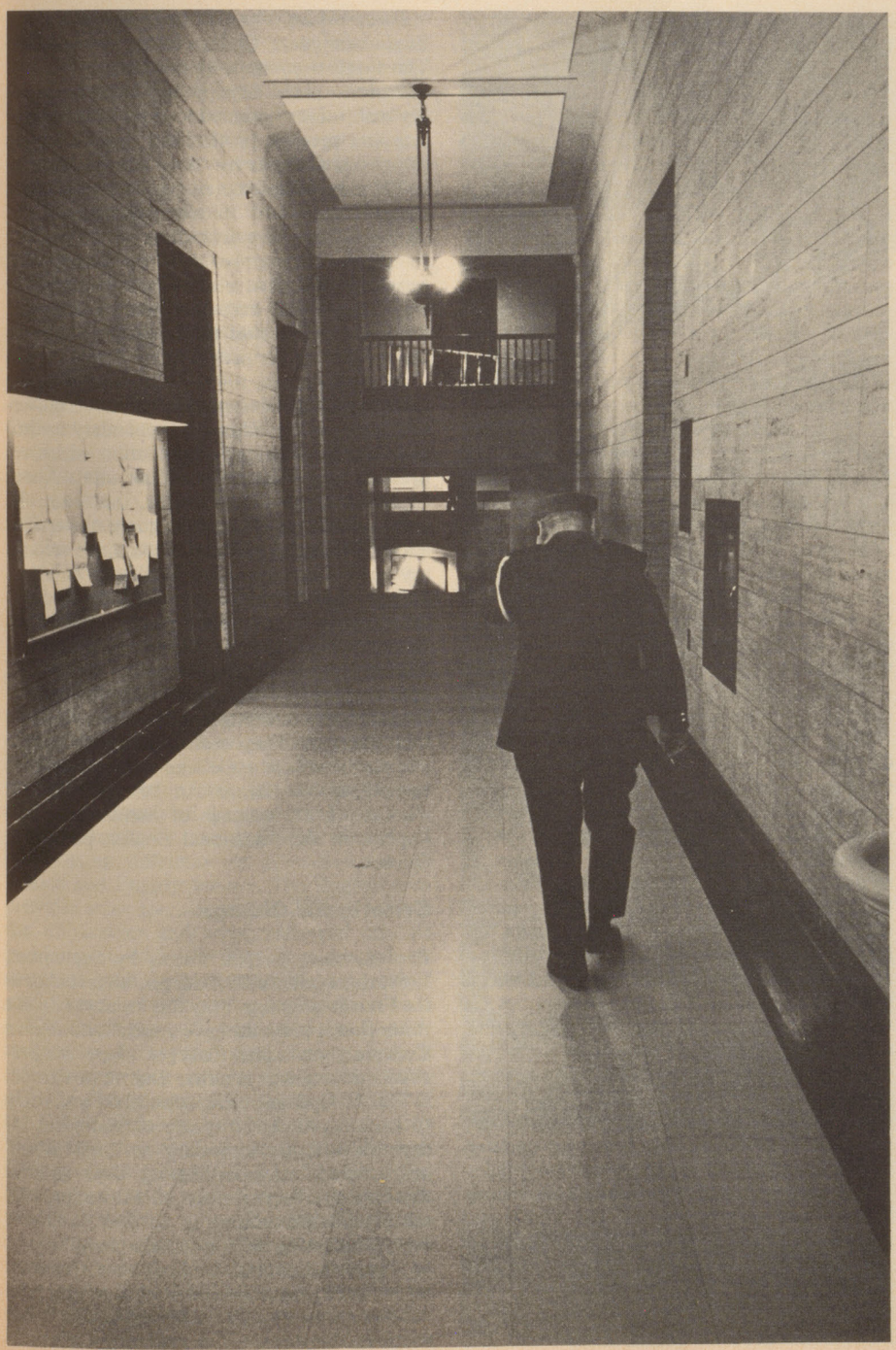
Emergency procedures are also carefully worked out. Duty rosters are planned a year in advance, and a member of the Buildings and Grounds staff is on call 24 hours a day to handle emergencies. Working on weekly rotations, the man on duty is known to the switchboard operators and the Barnes men. If something should happen, the man on call investigates and calls in the appropriate tradesmen to look after the problem.

"The funny thing," says Jack Cartlidge, "is that more often than not a pipe will decide to burst between shifts or when there is nobody around." The most spectacular accident of this kind occurred a year ago when a water main broke in the lower level of the Stephen Leacock Building one Sunday afternoon. By the time the Barnes guard found the leak, tons of water had seeped down a corridor and into the main auditorium. It took the Montreal Fire Department over eight hours to pump the more than three feet of water out of the hall.

For Lieutenant Roger Foucault and the rest of the 200-odd people who keep McGill going at night, life is more than formal reports and cold statistics in the morning. Most of them take great pride in keeping the University clean and operating smoothly. Says photographer Bruneau: "There is no one overall impression of McGill at night; it is an ensemble of many things, but mostly I enjoyed meeting the variety of people here."□







Top left: An early-morning radio call brings Foucault to the Roddick Gates guardhouse to report a minor incident to Buildings and Grounds. Later he visits a fellow Barnes guard (right) during a brief coffee break.

Left: Toward the end of his shift, a weary Foucault makes his way down the Arts Building hallway toward the Stephen Leacock Building.

Below: Dawn arrives, and another day begins at McGill. As the night people go home, the sound of the campus sweeper contrasts harshly with the song of birds along the main drive.



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CEGEPs:

Quebec's plans and McGill

Government representatives and McGill educators discuss the future of post-secondary education in Quebec.

C. W. Dickson: Recently, Quebec was caught up by the excitement of the Report of the Royal Commission on Education (Parent Report), but we have had our honeymoon since then. The analysts, conservatives and liberals, have voiced their reservations on various aspects, but the beleaguered man on the street has continued to hope that it was a good thing.

In synthesis, the Parent Report is a declaration of the rights of man. In essence, it states that we must establish as quickly as possible an equality of citizenship that will supersede language or creed. The pluralistic character of Quebec society in particular and that of Canada in general, must be recognized. The Commission opposed a double standard in education, seeking instead a conciliatory formula which would recognize the principles of the BNA Act, while facilitating Quebec's role as an active member in Confederation, in accord with anticipated trends in the western world. The "College" (CEGEP) was one of the social instruments designed to implement this change.

It is evident that a technological society cannot integrate even a small fraction of untrained people, that democracy cannot depend on a limited intelligentsia leadership and that affluent society must prolong the period preparatory to full participation in the world of work. Therefore, Western society must provide meaningful learning experiences for a large majority of adolescents who are deprived of the former opportunities to participate fully in an adult society. The Parent Report contended (and I support this view) that in Quebec, neither the high school nor the established full secondary institutions can cope with the challenge implied. Society requires that high schools reorient their programmes to provide positively for a complete cross section of the population between the ages of 12 and 17. Traditionally, and in concept, post-secondary institutions have been inept and not designed to meet the needs of an intelligentsia lacking the facility to verbalize in written or spoken form.

Now, Quebec will implement a system of education requiring one year of kindergarten, six of elementary school, five of high school, two of College-level studies and three of university training to attain a first university degree. Provision will be made for one year of acceleration at the elementary level, and the possibility exists of an additional year's acceleration at the high school level as a result of the comprehensive characteristic of subject promotion.

The comprehensive College level, which anticipates both two and three-year programmes after high school, will enable students to change orientation without loss of status and without changing from one type of institution to another. They will have the opportunity to discover whether their interests lie in a practical or theoretical field, and the College will accommodate those who elect to transfer to universities after two years as well as those who elect to remain for a third year of practical specialization related directly to a chosen field.

The basic three-semester per year formula, when operative, will provide a degree of flexibility not realized before in the North American context. It is expected that the traditional type of post-secondary student at two years of College level study will proceed to the first degree in the traditional faculties following three years of study, although certain professional faculties may justify additional periods of study prior to a first degree. It should also be anticipated that certain students during their College career may change orientation and proceed to a university programme after three years, instead of the prescribed pattern of two years or four semesters.

With reference to the English-language Colleges, the principle was initially endorsed that there should be French and English-language Colleges, not confessional institutions. As of September, 1968, there will be an estimated 21 French-language Colleges in operation; as far as I can determine there will be *no* English-language Colleges. To compensate, there will be about 1,200 students enrolled in grade 12 classes controlled by school commissions; about 4,000 - 5,000 students will be accepted into Quebec universities for the traditional four or five year programme; a substantial number of students will seek enrolment in colleges and universities outside the province, mainly in the Maritimes and the U.S. since our grade-11 graduates are not generally accepted in Ontario institutions; an undetermined number will enrol in private professional schools designed to train nurses, stenographers and technicians. Of the 17,000-plus students in grade 11 in English-language schools in 1967-1968, about 13,000 will graduate, and probably 5,000 to 6,000 will enter the labour market directly from high school. Their futures are not very well assured.

It is obvious why there will not be a single English-language College in September, 1968. The English community has concentrated its attentions on the development of post-secondary institutions designed to cater to the liberal arts and prestige professions, thus neglecting to provide facilities for those persons expected to fill intermediate roles, such as technicians, clerical staff, and middle-management personnel. These responsibilities have been left to private enterprise and to neighbouring provinces. We have assumed that immigration will complement particular local deficiencies. Students in financial need have not received the support of the economy.

Accordingly, in 1968, we discover that we have three English-language chartered universities, plus a few other post-secondary institutions in Quebec for a population which represents less than 20% of the total. About 23,000 students are enrolled this year; by comparison, three French-language universities and a substantial number of combined secondary institutions have an enrolment of about 74,000 students. Since post-secondary education usually requires four years, it can be assumed that one person in four is having access to this level of development. For an interim period at least, I believe that English institutions should concentrate, rather than dissipate their energies. They must attempt to create a climate in which a College atmosphere of a comprehensive nature can be realized, thus eliminating the wastage of human resources implicit in the traditional English pattern in Quebec.

Criteria for Change

Paul Larose: As you know, by September, 1968, there will be 21 Colleges, all teaching in the French language. I say this because I do not think that we should have *English* and *French* Colleges, but rather Colleges where the *predominant* language is either English or French.

The 21 Colleges were established according to certain criteria: they are autonomous, independent from secondary or high school institutions, but coordinating their policies through the Department of Education. All are established according to five "unities": everything going on at a College should report to a single administrative body or corporation taking over as a public institution to give education at that level; all teaching comes under a unified directorship; an association of teach-

Intent on their subject, panel members concentrate on a question from the audience. L. to r.: Paul Larose, C. W. Dickson, Edmund Hankin, Prof. E. R. Pounder (partially hidden) and Dr. Michael Oliver.



ing staff should report to the same corporation; a single student body is of importance because we are integrated (we are integrating seven networks of existing schools at the College level: nursing and commercial schools, the institute of technology, classical colleges, some of the teaching done in normal schools and at universities, and another network called the *instituts familiaux* or home economics); and lastly, unity of equipment. The corporations should not have to depend on the wealth of the partners to equip their teaching, but they should be owners, they should have their own head offices and institutions in order to be able to afford the type of education they want to provide.

Regarding the evolution of English-language Colleges, we have no specific plans for one language or the other, but rather one master plan for all. Methods of establishing an English speaking College in Montreal might be different from those used in implementing an English or French College in another area.

A Montreal committee was set up in May, 1967 to establish the clientele and to find institutions which could be used as headquarters. It is vitally important that the "profile" or type of teaching to be done at the English or French College is in accordance with the population it is going to serve and with its aims in that area. Colleges provide teaching to university entrance level or to the level of entrance to the labour force, but a single College cannot encompass all the "profiles."

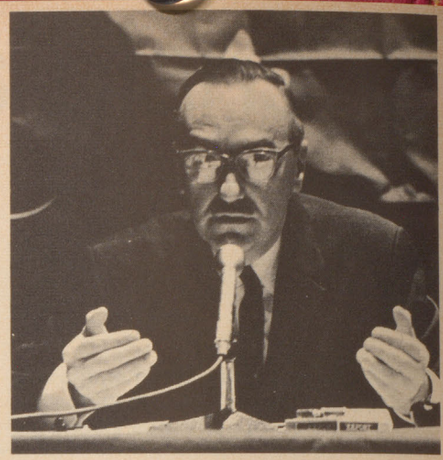
The committee's task is difficult because of the existing difference in education in the French and English sectors. The English area provides some teaching at the College level in the universities and some technical schools in Montreal, while the French sector has institutions such as classical colleges, normal schools and technological institutions.

The committee will meet with the Department in an attempt to find answers to some of the questions necessary for the establishment of an English-speaking College in Montreal in the Fall of 1969: Can one find a way of establishing an autonomous corporation to manage College education in Montreal, and when ? The corporation should immediately hire its officers who, with the help of the Department of Education, universities and other institutions now working in the field, should see what can be done by the Fall of 1969. They should plan to establish an institution with the same polyvalence as the French Colleges, investigate the

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Left to right: Dr. Pounder, Messrs. Larose and Dickson, and Dr. Oliver.





CEGEPs/*continued*

physical location, establish a first and second-year clientele and recruit the teaching personnel.

Problems of Organization

Dr. Elton Pounder: The College Organizing Committee for Metropolitan Montreal was formed in May, 1967 at the initiative of the Department of Education and had a broad representation of the groups concerned with education in the English sector of Montreal. It included members of school boards, school administrators, teachers and parent-teacher organizations, in every case both English-speaking Catholic and Protestant. Also included were representatives from the English universities, from colleges such as Loyola and Marianopolis and, in a somewhat different category, St. Joseph's Teachers' College. The College Organizing Committee was also instructed to co-opt to itself five or six representatives of the community at large — from business, professions, labour and so forth. This was done, its membership was complete by mid-July, and the Committee addressed itself to the problem of setting up an English-language College. Here we faced peculiar problems.

All of the existing Colleges in the French sector have been based on one or more existing institutions which have been offering collegial level training. Normally, a classical college has been the key to the new institution; it has had buildings and staff in existence. I should point out that the effect of the reforms in the French sector will, in most cases, result in a *reduction* in the number of years of education to a first degree, although my colleagues and I are not in complete agreement as to the extent of this reduction.

On the English side, this proposal will result in the *addition* of a year to the period of studies. Thus, the Committee faced the problem of having no existing institutions on which to base a College or from which to draw a staff. Consequently we were not able to supply to the Department of Education as complete a proposal as the chartered French-language Colleges, but, certain decisions were made. We wanted a College in downtown Montreal for two reasons: Firstly, it is exceedingly difficult to identify boundary lines in the Metropolitan area; therefore a centrally located College would be easily accessible by various transportation means to almost any region of the city or its immediate environs. Secondly, the staff problem necessitates that we draw fairly heavily on assistance from the universities, and the two largest English universities are located in the centre of Montreal. A second decision was that the problem was too urgent to delay the institution of a College until there were new buildings. Rather, we should initially sacrifice "unity of campus" and start at once in borrowed and rented premises. Once established, we would worry about the important problems of permanent buildings and location. A third decision made almost *en passant* was that the institutions would be non-confessional.

The Committee then put together a brief, which was prepared after considerable, helpful discussion with the Mission des Collèges — the body appointed by the Department of Education to review these applications. We listed all pertinent information: the size of the College; the "profile" or set of courses which the College would hope to offer; suggestions as to where staff might be found; and certain persons who would constitute the original members of the board of this institution. We also named certain alternatives to this.

The brief was forwarded in November, 1967 to the Mission des Collèges. The only further piece of information which the Mission requested was that we give this proposed College a name. A sub-committee looked at a lengthy list of names and finally suggested Dawson College, a name which struck us as having certain attractive features.

We had hoped for a fairly speedy answer, because it's absolutely vital (if we hope to get into operation within a year) to have a legal entity to sign agreements, carry out negotiations for the borrowing or renting of buildings, and most important, engage staff. We must make appointments to two or three key positions by early this summer if we hope to get this going. The task is a formidable one. We are projecting an ultimate enrolment of about 3,500 and hope to accept roughly 1,500 in September 1969.

Accordingly, we need capable people who can devote their full time to this. The Organizing Committee is essentially a citizens' group whose members are affiliated with particular organizations on a full-time basis, and thus can only devote limited time to this task. Our problem is that prospective candidates are employed in responsible positions right now. They must be able to give their organizations sufficient notice of their intention to leave. Thus we urgently need the charter by June of this year.

The Department of Education has been very encouraging. Mr. Larose and his colleagues will meet with the Committee to discuss some of these problems. The Chairman of the Committee has reiterated that our hands are tied until we get a charter.

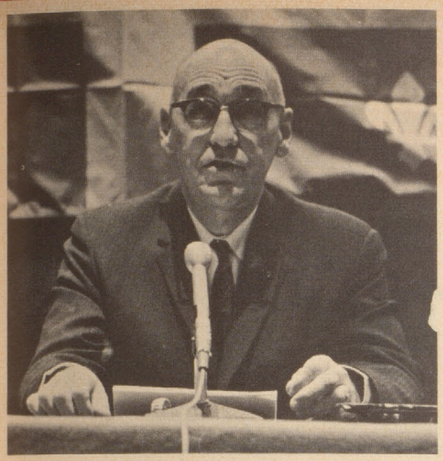
This is the situation at present. The plans are not as detailed as we would like, but until we have an institutional basis on which to start, there is little more we can do. A telegram was sent to M. Cardinal of the Ministry in mid-March, asking if he needed further information. He replied that he was waiting for *other* information, presumably from the Department.

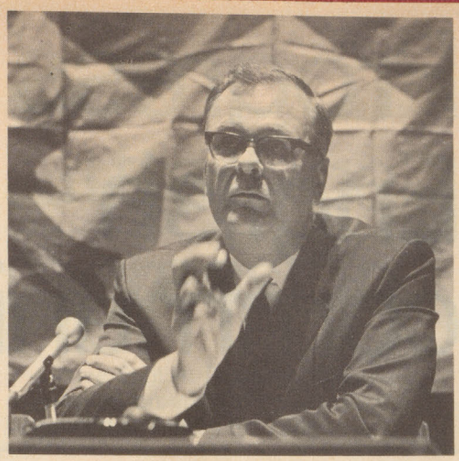
Problems for McGill

Dr. Michael Oliver: I will discuss the role of McGill, the problems and opportunities it faces with the inauguration of CEGEPs. Reviewing briefly McGill's position in the past: at the time of the appointment of the Parent Commission, both the University and the McGill Association of University Teachers (MAUT) presented briefs to the Commission. The McGill brief recognized the need to give better preparation to students taking university level studies, proposed a 12th year as a necessary preparatory step to university entrance, and included the notion of regional Colleges which would provide additional years — and in certain cases transition — from there to the University.

There was, then, an acceptance of the idea of a 16-year route to a first degree in Arts and Science in the McGill brief, which corresponds in part with the thinking that eventually came forward in the Parent Report and in Bill 21, the legislation setting up the collegial system.

The MAUT actually proposed junior colleges. They were somewhat different from those of the Commission, but incorporated a number of the same features and used many arguments which the Commission later put forward. McGill, then, was not thinking in exactly the same terms as the Commission, but along parallel lines. When the Parent Report was released, the University issued a press release, which welcomed the Report and was particularly enthusiastic over Volume 2 which laid out the new proposed structures.





McGill continued to express its enthusiasm, making it evident that there were special problems posed in the changes envisaged for the English community, but offering its cooperation. The Vice-Principal, my predecessor, wrote to the Superior Council of Education in the name of McGill, and specifically stated the University's accord with the principle that pre-university schooling should take the form of six years of elementary and five years of secondary education, and that two years of pre-university and technical education should be given in the same institutions placed under the authority of a public corporation. He finished by saying: "In the matter immediately before us, on the French-speaking side the creation of the pre-university and technical institutes will, comparatively speaking at least, involve only a regrouping and readaptation of the existing organs. In the English-speaking system it will involve a radical departure and the creation *de novo* and *ab initio* of entirely new organs. The practical problem involved in financing, staffing and determining the programmes of the institutes are formidable."

I think that here in the University, and I suspect in the community as a whole, there was growing concern that the planning for the new collegial level institutions tended frequently to concentrate on the very difficult problem of the French-language side. Admittedly, the urgency for action here was obvious, but it seemed that too little attention was paid to the problems of adjustment which were involved in the English-speaking community.

The University was honoured to collaborate with personnel from other Quebec universities and from the Ministry of Education in discussions concerning the programme and curriculum for the Colleges. A solution suitable in a general way to both groups was sought and to a considerable extent achieved, though certain adjustments must be made. The growing underlying concern in these discussions which took place in what is called the Comité Mixte (government and universities) was that the institutional development of the English language CEGEP was not moving quite apace with the French-language side.

Bill 21 gradually became recognized as legislation of a permissive type that allowed community interests to come together, to merge old institutions, in one way or another to create the basis for these new CEGEPS, and then for these institutions to be recognized by the government as constituting a proper CEGEP and be appropriately financed by it. But it was clear that the government itself was not taking the initiative or responsibility in setting up these institutions, but rather making it possible for the public to do so. This creates real problems, because on the French side there are existing institutions and personnel that can be brought together. On the English side, there was not the same feeling of *need* for a change in the educational structure. The acceptance in principle of the desirability and ultimate beneficial effects of CEGEPS proved that there was not the same basis for spontaneous initiative by certain individuals and institutions in the community to create these organizations.

By the Fall of 1967, as a result of herculean efforts, 12 French-language CEGEPS were in existence, a feat that seemed terribly difficult to duplicate in the English-language community. There was a feeling that the legislation itself — the administrative structure — is adequate for the French-language community, but that it makes unreasonable demands in terms of the institutional basis and the psychological state of the English-speaking community. Yet, the whole premise of thinking is that the collegial level will become *compulsory* for those who wish to continue to university. The mechanisms for forming these institutions and governmental aid in creating them did not seem adequate for the English community.

This is roughly the situation to-day. McGill is concerned with the rate at which these new CEGEPS will be formed and with the kind of education they will offer because it will be receiving the products of CEGEPS.

I agree with Mr. Dickson that English-language CEGEPS have totally justified themselves in terms of providing for technical and vocational education which have been sadly lacking and for which the English-language community must take full responsibility for *not* having done in the past. McGill's ultimate problem lies in having to accept students from institutions whose formation still seems very much in the air, and whose standards we cannot easily predict. I respectfully suggest that there is need for the English community and the Ministry of Education to consider intensively the very special needs of the English-language community. There is need of a concentration of administration personnel who understand intimately the English-language educational system. Recently, however, there has been only one half-time person in the Ministry of Education who has had the direct responsibility of facilitating the creation of an English-language CEGEP.

When the first English-language CEGEP comes into existence, until it is fully implemented, it will not be able to take the total number of people who graduate from the high school system. Thus the difficulty arises that McGill will have to accept those who have had eleven years of high school, *and* those who have had the eleven years, plus two years of the College into the University. Admission and adjustment problems will immediately arise, necessitating a general change to cope with these separate incoming streams.

The University will face a permanent admissions problem, particularly with regard to applicants from outside Quebec. Thirteen years of pre-university education is not the normal pattern of education in North America or other parts of the world (the Province of Ontario is an exception). McGill prides itself on its cosmopolitan student body, and will face a serious challenge in maintaining an intake of non-Quebec students, given what will eventually be the normal pattern of entry after 13 years of study.

The Faculty of Arts and Science will have to undertake an overall general change in the quality of the three post-CEGEP university years, while accounting for the higher level of preparation of the students entering. A considerable and effective adjustment will be an excellent demonstration of the fact that the CEGEPS are providing us with better prepared students.

At McGill, the professional faculties' present pattern calls for a BA or BSc as a preliminary to a professional degree. The Parent Commission recommends, and legislation presently envisages direct entry from CEGEPS into certain professional faculties. Discussions amongst universities and between universities and the government are in progress. No final decisions have been made with regard to engineering, medicine, law and the other professional faculties. It is unlikely that the Parent Report recommendation will be the reality of the future. It seems almost inconceivable for medicine, and unlikely for others such as engineering and law.

I will emphasize again the need for the English community to devote itself to these problems, and that the Quebec Government must provide a greater degree of guidance and assistance in their administrative help than it has given to the present.□

CEGEPs:

Progress for the English community?

Following the discussion, panel members answered questions from the audience.

Q. *Will the* CEGEPs *be independent, and how will they be staffed?*
A. (Pounder) They will be completely separate entities which in the long run will have completely distinct staffs having no connection with McGill. But temporary staff arrangements for the first two or three years might be made with Sir George Williams and McGill.
Q. *Would the curriculum be the same as McGill's or government directed?*
A. (Pounder) College curricula will be drawn up by consultation between the Department of Education and various representative committees.
Q. *At best only a partial development of* CEGEPs *may be realistically expected in the first few years. Obviously, some students leaving high school will come directly into McGill, others will go to the new Colleges. On what basis will this separation be made?*
A. (Oliver) There is a variety of complicated ways to bridge this transitional gap, but nothing has been decided as yet.
Q. *Who is going to foot the bill for all of this?*
A. (Larose) The government will foot the bill entirely, and College education will be free.
Q. *Speaking of entities, are you referring to an integrated system incorporating all the* CEGEPs, *or each one individually?*
A. (Larose) Each CEGEP would be an entity, controlled by a corporation which in turn controls administration, students, teaching staff, equipment and teaching.
Q. *Is there any barrier to a graduate of an English-speaking high school who has an adequate proficiency in French from enrolling in a French-speaking* CEGEP *?*
A. (Larose) None at all.
Q. *When Dawson College starts, hopefully in 1969, will it include West Island children as well as those of Greater Montreal?*
A. (Pounder) This would have to be settled by the board of the corporation of this College in consultation with the Department of Education. It depends on the long-range planning. (Larose) We feel there is a possibility of 3 or 4 English CEGEPs to serve adequately the population in Greater Montreal.
Q. *At present, an average of something like 70% is required for entrance to McGill. Is there going to be a percentage required for entrance to Dawson College, and will this preclude the technical and vocational aspects?*
A. (Pounder) No, it does not. The question of numbers will determine the cut-off point for a few years. The Organizing Committee had a firm desire to have a full-fledged polyvalent College from the start, with the cooperation of the Montreal Institute of Technology which would give the laboratory and shopwork aspect of this. The long-run hope is for "open-door" Colleges where *any* high school graduate will be able to attend. (Larose) I will go further than that. At present, the Department will not authorize a College which does not include technical education in its plans. That's quite firm!
Q. *When it thought of bringing in its network of* CEGEPs, *did the government add up the bill for creating new, adequate, well-equipped institutions for the English-Language community?*
A. (Larose) Costs were figured out, and we came up with a total figure including French and English cultures. We didn't foresee one factor — the actual financial situation of the Province.
Q. *What is happening with regard to the High School Leaving and Junior Matriculation examinations?*
A. (Oliver) McGill has decided to discontinue giving Junior and Senior Certificate examinations as of 1969. Most, if not all, of the independent schools are making arrangements to write the Regular High School Leaving examinations.
Q. *Where are the 12 French* CEGEPs *located?*
A. (Larose) One each in Chicoutimi, Jonquière, Rimouski, Rouyn and Hull; two in Quebec City and four in Montreal. In September, 1968, there will be one each in Gaspé, Three Rivers, Sherbrooke and Shawinigan, and five in Montreal.
Q. *Will anyone who has not gone through the Quebec secondary school system be able to get into a Quebec University?*
A. (Larose) I wouldn't like to answer for the universities, because it's not a question of the Quebec — or any other — system; it's a question of having achieved a certain degree of knowledge to qualify for entrance into university. It's a fact that at the College level there will be a duplication of some courses at both CEGEP and university levels. I don't foresee too great a problem for out-of-Province students, but there might be some adjustments to be made. (Oliver) Adding a word to that, I think one of the essential rights of the University which it must preserve at all costs is its right to control admissions. There is a notion that properly qualified people from CEGEPs will be admitted to the University without taking any additional examinations. For students from outside Quebec, the universities will do as they have in the past: establish equivalences in consultation with various bodies, and arrange for these admissions.
Q. *The Montreal Institute of Technology has now become a new* CEGEP. *Would you consider it as fulfilling temporarily the requirements of the English-speaking community?*
A. (Pounder) No, because I don't think it will be in a position to take a substantial number of English-language students.
Q. *Where do you foresee teacher training taking place, and what will be its pattern?*
A. (Oliver) Our Faculty of Education is already laying plans for coping with the English-language teacher training problem for this collegial level. Undoubtedly the first recruitment will have to come from people who are not specially trained for this level, perhaps drawn from Grade 12 teachers to some extent, academically qualified people working in industry, from other provinces perhaps, and some university staff. (Larose) We are going to have to choose between people who know *what* to teach but don't know exactly *how* to teach it, and vice-versa.
Q. *In the light of the Province's financial condition, and the costs that are likely to be involved in building three or four Colleges in the Montreal area, can we make a more or less realistic forecast as to the rate of realization of these Colleges so that other stages in the educational system can proceed on a fair and sound basis?*
A. (Larose) I have no final answer on that. If we have to finance all of the necessary equipment for 35-40 Colleges across the Province all at once, it would be almost impossible. But if the government authorizes each corporation to finance its equipment over a 25-year period, it is possible to have a network of Colleges within our plans, that is within three to four years.
Q. *In view of the almost impossible number of children who will be wanting to enter* CEGEPs, *has any thought been given to those who primarily want a technical education going there and allowing university-oriented students to go directly into university?*
A. (Pounder) Your suggestion is rather a tempting one, but I think this would work to the disadvantage of the scheme in the long run. (Larose) There are advantages for postponing as long as possible the decision for a career. (Oliver) CEGEPs are seen as a necessary step for Quebec students to take *before* coming to university studies.□

Provincial Grants:

rattrapage (fr.) / regression = (eng.) ?

The three English-language Quebec universities protest the government's unequal distribution for 1968.

Money presents problems to all of us — for ourselves, our families, our businesses, our governments — and our universities. It is not a subject we like to dwell on too much; thus when we do deal with it, it is easy to create the impression of crisis piled upon crisis. The invention of money led inevitably to budgets, and the last few weeks have been miserable ones for the McGill faculty, administrative staff and Board of Governors, as they tried to balance a budget which was not of their making.

The last extensive report on the financial situation appeared in *The McGill News* in January, 1967. In preparing its budget for the year 1966-67, the Liberal Quebec Government had set operating grants to universities on a basis which considerably prejudiced McGill's position.

However, in April, 1966, the National Union Party came to power, and the grants question was not discussed until the Fall. The protests of the University were under consideration right up to the spring of 1967 and despite the many difficulties faced by Premier Johnson, owing to some extent to the inexperience of most of his colleagues in the new government, a much fairer plan was proposed for 1967-'68, including provision for redressing most of the inequity of the previous allocations. There was, therefore, good hope that in 1968-'69 a more rational basis would be found for allocating government funds available for university operating expenses. It was not to be.

It should be remembered that study of operating grants is, in the first instance, in the hands of a group known as the Gauthier Committee, which was established in November 1966 by the Ministers of Education and Finance to report to their Ad Hoc Committee on University Financing. The Ad Hoc Committee includes these two ministers and the rectors and principals of the six Quebec universities; the 12-man Gauthier Committee comprises three members nominated by the English-language universities and nine others representing the French-language universities and government interests, all of whom are French-speaking. After ten weeks of intensive work, the Gauthier Committee submitted a unanimous report for the 1968-'69 academic year. The Ad Hoc Committee was given no opportunity, however, to discuss this report as the Minister of Finance presented an entirely different set of figures which, with some adjustments, were tabled on March 27 in the



government's estimates for the coming year. These new figures put all three English-language universities of Quebec in an increasingly disadvantageous position relative to their French-language counterparts. A joint press conference was held by Bishop's, McGill and Sir George Williams Universities to protest the government's decision which has not, however, been changed up to the moment. The observations which follow have been derived from the statement made at this press conference, but copies of the full text may be obtained from the Graduates' Society.

The Gauthier Committee had proposed grants to a total of $88.4 million to support estimated university operating expenditures of $126.4 million. The government's plan, however, provided for a lesser grant of $85.9 million in itself an increase of $20.5 million over the preceeding year. Recognizing that the government must cut its suit according to its cloth, the English-speaking universities nevertheless protested against the ill-fitting nature of the garment.

The work of the Gauthier Committee tended always toward an equitable distribution of government grants among the universities, and recognizing these moves towards fair shares for all, the English-language universities were willing to accept the Committee's recommendations. However, the government's approach was based on the previous year's grants, and it allocated the proposed increase according to the growth in student enrolment forecast by the universities themselves. This helped to perpetuate gross disparities in expenditures per student which the Gauthier Committee was working towards minimizing. Over all, the government proposal increased the grants to French-language universities by $351,000 over the Committee recommendations, and reduced those to English-language universities by $2.86 million, of which $2.275 million came out of the McGill allocation. In line with a Committee recommendation for a special, but undefined, grant to the French-language universities to expand research, the government added a further $1.2 million for the French-language universities.

The three English universities protested that the government "formula" was based almost entirely on the anticipated increase in student population for one year, ignoring the existing student populations and the accumulated inequalities in per-student expenditures, whereas the Gauthier Committee took into account all factors of expenditure and revenue in every case. The Universities pointed out that the operating funds available to them are much less than are available to the French-language universities, taking into account donations, endowment income, fees and grants. Table 1 (overleaf) shows the disparities between the expenditures per student of each university. Because of the endowment funds available to McGill which are taken into account in preparing budgets, the actual government support of the French-language universities is greater than that of the English universities (Table 2).

There are perhaps three basic reasons why the government looks on the English-language universities in a different way. The first derives from the ancient myth of wealth. Since this limited wealth is taken into account in calculating budgets, there is no reason why it should influence the calculation of operating expenditures per student. The second consideration affects the definition of a student. It is a regular comment from French-Canadians that the undergraduate level in the English-language universities is equivalent to that of the Collèges Classiques and should, therefore, be financed

Quebec Universities operating expenditures per full time student Table 1

	1962-3	1967-8	Gauthier Committee 1968-9	Government 1968-9
Laval	$1,881	$2,500	$2,481	$2,547
Montreal	1,950	2,818	2,916	2,882
H.E.C.	1,542	1,361	1,732	1,389
Poly.	1,423	2,283	2,624	2,391
Sherbrooke	1,682	2,808	2,834	2,871
Bishop's	1,314	2,035	2,162	2,072
McGill	1,893	2,017	2,200	2,053
S.G.W.	983	1,842	2,007	1,921

H.E.C. — Hautes Études Commerciales. Poly. — École Polytechnique.

Quebec Universities operating grants per full time student Table 2

	1962-3	1967-8	Gauthier Committee 1968-9	Government 1968-9
Laval	$ 964	$1,930	$1,914	$1,971
Montreal	1,171	1,963	2,152	2,175
H.E.C.	1,053	853	1,301	957
Poly.	1,047	1,785	2,145	1,912
Sherbrooke	1,070	2,082	2,018	2,137
Bishop's	539	1,201	1,439	1,348
McGill	623	1,026	1,373	1,225
S.G.W.	218	958	1,132	1,045

H.E.C. — Hautes Études Commerciales. Poly. — École Polytechnique.

Provincial grants/continued

on a similar basis. This is also illusory, and in fact the Gauthier Committee has found a substantial measure of agreement on definitions of collegial, university and post-graduate levels. Based on a breakdown of student population by these levels, the directorate of higher education in the Quebec Department of Education attempted to apply to Quebec universities the Ontario formula of differential grants. Great precision was not possible but the calculation showed that, had they been located in the Province of Ontario, McGill University would have received $27.5 million (almost double its actual Quebec grant), and University of Montreal would have received $18.4 million (almost $5 million less than it will, in fact, receive).

This leaves the third excuse for differential grants expressed in the government's policy of *rattrapage* or "catching up." It became evident some years ago that Quebec universities were developing much too slowly, and that substantial funds would be required to raise the quality and increase the capacity of the French-language universities in particular. Between 1962 and 1968, apart from the very necessary capital expenditures on the French-language campuses, a total of almost $55 million was invested in *rattrapage* in the French-language institutions. This represents the difference between the actual operating expenditures financed by the government and those which would have been received had the financing been on the same level as the English-speaking universities. Now that the French-language universities are paying their professors better than the English ones, that their administration costs and equipment budgets have risen above the English level, this policy appears to have served its purpose. To add a further $18 million for *rattrapage* in 1968-69 appears to be wholly disproportionate. There is no question that there is a need for further French-language universities, but there seems to be no reason why the operating expenditures per student should continue to inflate.

Both the Chancellor and the Principal have had the opportunity of explaining the situation more fully to Premier Johnson, and have obtained expressions of understanding from the government. There is still the prospect that a formula for a per capita grant may be developed — it is certainly the aspiration of the University to achieve this end, but the progress is painful. It is of course, also painful for the government; overall costs for higher education are expanding as rapidly in Quebec as elsewhere. Furthermore, there are substantial budgetary provisions to be made for the changes in the education system, which are already well under way in the French sector and proposed for the English-language sector. The report in this issue of the *News* on the debate about the new colleges shows that expense is a primary consideration in the delays which are taking place there. That the government found another $20.5 million for university grants for the coming year in addition to increases of over $100 million in other allocations to education is a measure of the size of the problem. Its responsibility for allocating available revenues is clear. However, between universities the allocations are discriminatory and make it difficult for McGill to maintain the necessary pace of development, and perhaps even to maintain the status quo. It is clear that the government has a responsibility to diminish these difficulties rather than aggravate them, and to ensure that all sectors of the province have the same opportunities. This type of difficulty has been faced before and has been overcome.

This is a time for studied appraisal of the situation, and for resolution on the part of the Board of Governors and the University's executives to maintain the standards they have set themselves despite a shortage of $2.275 million. It is also a time for graduates to make it clear that the government's present proposals are unacceptable and that they will support all moves to correct this retrograde action.□

Society activities

On April 5 The Royal Society of Medicine conferred its distinguished Gold Medal on Canadian neurologist Dr. Wilder Penfield, DSc '60. Following the presentation, Dr. and Mrs. Penfield (right) were guests of honour at a dinner hosted by 35 members of the London Branch of the Graduates' Society. With the Penfields are Dr. Percy Backus, the Society's European regional vice-president, and Mrs. Backus.



The Graduates' Society's brief on University Government was submitted to a Joint Meeting of the Board of Governors and Senate by the President on March 25th. In expounding the views of the Society, Mr. Eakin followed up a resolution of the Board of Directors by asking that, instead of five, the Graduates' Society elect six members to the Board of Governors. The purpose of this change would be to permit graduates to elect five governors living in Montreal and the relatively near vicinity from Quebec City to Ottawa, who would be available for the necessary Committee work and in addition, one governor from further afield. The latter, although probably able to make a useful contribution to the general work of the Board, would not normally be available for Committee Meetings.

The President also expressed the hope of the Society that, when it is reorganized, the Board of Governors welcome women members into what has hitherto been exclusively male preserve.

The Brief and these observations had what appeared to be a sympathetic reception, and the Joint Senate-Governors Committee on University Government is now preparing amended recommendations in the light of the Society's submission and that of the McGill Association of University Teachers. The latter dealt in a much more controversial manner with academic representation on Senate and with the powers of the Board of Governors. It was clearly open to severe criticism on the basis of some of its sweeping recommendations.

The students who, after all the troubles of the winter, might perhaps have been expected to rush in with observations on the structure of University Government have not yet prepared their brief. It is likely to be completed by May 31st, however, when it also will be considered by the Committee.

Branch Activities

In the Branches, McGill graduates and parents have been participating in discussions of current topical interest relating both to the University in particular and to Canada as a whole. Speeches and symposia have focused on three predominant subjects: student unrest, McGill and Quebec, and Confederation.

Rowan Coleman, director of the University Placement Service, addressed the Toronto alumnae, a small group in Sudbury, and the Niagara Peninsula graduates on student unrest in the sensitive area of campus recruitment. He was accompanied by Richard Pomerantz, BA 2, one of the student representatives on the Senate Committee on Placement.

In Calgary, Trail, Victoria and Seattle, Lorne Gales presented a more general view of the problem at McGill. A turn-out of 75 gathered at the Calgary Petroleum Club to hear Mr. Gales, and to view Norman Brown's (BA '37, MD '40) films of past Branch picnics. Over one hundred people gathered in Victoria at the Chinese Village restaurant where they saw slides taken by Branch president, Dr. Joyce Clearihue, MD '53, during her recent trip through Mongolia and the Soviet Union. The McGill Society of Washington State held its meeting, organized by Vincent Jolivet, BEng '52, at Seattle's Wharf restaurant. In Trail, Dr. Robert Love, MD '50, presided over a small but enthusiastic group at the Terra Nova Motel, and Dr. John Summerskill, BA '46, president of San Francisco State College, addressed graduates at the Saint Francis Yacht Club in San Francisco.

On the subject of the nation's future, the McGill Society of Montreal held a panel discussion in late March on "The English Fact in Quebec." Panelists were C. Antoine Geoffrion, a prominent Montreal lawyer; Robert C. Scrivener, executive vice-president of the Bell Telephone Company of Canada; and Robert F. Shaw, Commissioner-General of Expo. Although not as well attended as the fall symposium, the discussion was lively, and a surprising variety of points of view was presented. The same evening in London, Ontario, Laurier LaPierre, director of McGill's French Canada Studies Programme, presented his views on the problems of Confederation. Roughly 150 people turned out for this evening reception in the relaxing confines of Labatt's Brewery.

Meetings in Quebec City, Montreal and Edmonton dealt with various aspects of education and government. The McGill Society of Quebec held its Annual Dinner at La Laurentienne restaurant where graduates saw the Society's latest synchroslide show on McGill's Centennial Convocation. The guest of honour, Dr. Michael K. Oliver, discussed the recent provincial grant to McGill only days after the controversial announcement was made.

The McGill Society of Northern Alberta, under the energetic leadership of Gerry Diamond, BArch '51, held its annual dinner dance at the Edmonton Inn. After meeting with regional secondary-school principals of Northern Alberta in the afternoon, Dr. Oliver addressed graduates and parents on "Problems of Partnership: Canada and its Universities." He dealt with three principal questions: The

Callers work under a variety of posters during the recent Alma Mater Fund telethon at the Bell Telephone offices.







Society activities/continued

relationship between government and the universities; equal partnership between English and French Canadians in education; and the problems of student participation in university government.

On the west coast, approximately 250 congregated at UBC's Cecil Green Park to sample the wines and cheeses of France. In February, Vancouver Branch president Dick Bradshaw, BCom '61, and his wife held a dinner party at their home with the local executive in honour of Lorne Gales who was visiting during his western tour. To the south, the McGill Society of Southern California held its annual dinner at the Statler Hilton. Guest of honour and principal speaker was Canada's Consul General in Los Angeles, J. Gear McEntyre, BA '34, BCL '38. Although no representative of the Society was present, president William R. Eakin sent a note of greeting to graduates in the area.

The McGill Society of Windsor-Detroit held its annual spring meeting at the University Club of Windsor. Graduates were invited to cocktail parties at various homes, and then proceeded to the Club where a Monte Carlo night was organized, followed by a business meeting and a late buffet "lunch."

In Montreal, the Scholarship Fund Committee of the Alumnae Society abandoned the traditional bridge party as its fund-raising event this year in favour of a film première. Alumnae and their families filled the Alouette theatre in early April for the opening of *Dr. Doolittle*, starring Rex Harrison. Prior to the performance, Miss Helen Reynolds, warden of RVC, held a dinner for the patrons of the evening, which included Alumnae president, Mrs. Alec Stalker, BA '40, Mrs. L. David Rhea, BA '54, chairman of the scholarship fund, and Mrs. Stanley Grossman, BSc '61, organizer of the evening. The event realized $1,950 for the Fund.

The Alumnae has recently named Miss Laura-Anne Williams as the recipient of a $400 bursary, in memory of Alice Virginia Cameron, late deputy-registrar of McGill. The bursary, to be given annually, will provide financial assistance to a 3rd year female Arts student whose studies include English and History — subjects in which Miss Cameron was vitally interested.

The McGill Society of the Lakehead held its Annual Meeting early in May. Guest speaker was University Governor D. W. Ambridge, BSc '23, who addressed the gathering on the topic "McGill Today — As I See It." Unfortunately, no report was available on Mr. Ambridge's remarks as the meeting was closed to the press.

Also in May, Prof. Frank Scott of the French Canada Studies Programme spoke at the Annual Meeting of the McGill Society of New York. More than 100 graduates and friends gathered in the Princeton Club to hear a discussion of the problems of Confederation in the light of growing unrest in the Province of Quebec. Andrew Allen represented the Society.

Recently elected branch executives:

St. Francis District: Pres: Dr. K. Campbell, BSc '58, MD '62, Vice-Pres: Dr. Louis J. Fortin, MD '50, Treas: Mr. G. Hewson Hickie, BSc '61, MSc '65, Sec: Mr. James B. Dick, BEng '56, MEng '63;

Quebec City: Pres: Raymond Couillard, BCom '47, Vice-Pres: David C. Ellis, BEng '56, Treas: Richard E. Dean, BSc (Agr.) '51, Sec: H. Craig Briercliffe, BEng '49;

London, Ontario: Pres: Mr. Wilfrid B. Lamb, BArch '59, Vice-Pres: Mrs. Norton P. Wolfe, BA '52, Sec: Dr. D. Barry Shaw, MD '57, PhD '64, Treas: Mr. Leonard D. MacDougall, BEng '55;

Sudbury: Pres: Dr. Gerald A. P. Vallillee, BA '50, MA '53;

Windsor-Detroit: Pres: Mr. David O. Osmun, BEng '52, Vice-Pres: Dr. Edward H. Mazak, DDS '61, Treas: Mr. Maxwell Smith, BCom '50, Sec: Dr. G. Howard Clarke, BSc/Agr '51;

Southern Alberta: Mr. James S. Atkinson, BSc '49, Vice-Pres: Mr. Norman E. Brown, BSc '48, MSc '52, Sec-Treas: Mr. Donald Y. Novinger, BCom '38.

AMF Calling

In May, only weeks before the end of the current financial year, the Alma Mater Fund held its first telethon in six years to help boost lagging contributions to this year's Fund. One hundred and fifteen graduates manned the 'phones in Bell Telephone and Eaton's offices, and managed to raise at least $15,000 from 2,820 calls. Of that total, however, telephoners were able to reach only 1,470 people, and over a third of them refused to contribute.

Of the 511 refusals, callers reported that 429 were unable to give for financial reasons (many were graduate students or retired people); 11 said they were underpaid McGill staff members and flatly — even vehemently — declined to contribute; seven graduates said that the University was already getting their tax money from the government; 17 came forward with miscellaneous reasons, ranging from old grudges against McGill to statements that "I don't owe McGill anything"; and 47 graduates were protesting over the *Daily* affair, although it was not clear whether they supported the students' or the Administration's position.

Officials termed the event "successful," but at the latest count the Fund was still $250,000 short of its $1,000,000 goal.□

Where they are and what they're doing

'19

Prof. Madeleine A. Fritz, BA '19, has been awarded the Centennial Medal for services rendered in palaeontology, her specialty within the field of geology.

'23

Leslie N. Buzzell, BCom'23, has accepted an assignment of several months' duration to assist the State Enterprises Secretariat of Ghana in formulating overall financial policy and planning for the Industrial Holding Corporation and its subsidiaries.

'24

Elsie G. Watt, BHS '24, appears in the 1968 Coronation Edition of Royal Blue Book, the international register of the leaders of contemporary society, published this year in honour of the Coronation of the Shah of Iran.
Richard B. Wilson, BCom '24, chancellor of the University of Victoria, has been appointed to the reorganized board of directors of the publicly owned CBC which comes into being April 1, with the proclamation of the new Broadcasting Act.

'25

Lindsay M. Hovey, BSc '25, has recently retired as consulting engineer with Manitoba Hydro and is now in private practice.
Dr. Gilbert Wilson, BSc '25, has been awarded the Murchison Medal this year by the Geological Society of London in recognition of his research and teaching in structural geology.

'26

John Langley, BSc(Arts) '26, formerly director of Scientific Intelligence with the Defence Research Board and latterly an executive of Computing Devices of Canada, was recently honoured by having an inlet and a small river in the proximity of Hudson Strait named after him, in recognition of work done in that area in 1931.

'27

Dr. Lloyd M. Pidgeon, MSc '27, PhD '29, professor and head of the department of metallurgy and materials science of the University of Toronto, has been elected Fellow of the Metallurgical Society.
W. S. Row, BSc '27, executive vice-president of Noranda Mines Limited, is on the board of directors of Panarctic Oils Limited, formed to enable the Canadian Government and private industry to explore and exploit the arctic islands.

'31

Fred V. Stone, BA '31, MA '33, is a member of the board of directors of Panarctic Oils Ltd., the consortium between private industry and the Canadian Government which is exploring the arctic islands.

'32

John W. Berry, BA '32, MA '33, has been named Professor Emeritus at Pacific University in Oregon.

'33

Donald N. Byers, BA '33, has recently been elected to the board of directors of The Royal Trust Company.
K. E. Christmas, BCom '33, has recently been appointed president of Canada Envelope Co. Ltd., Montreal, a major subsidiary of Hilroy Envelopes and Stationery Ltd.
Mrs. Saul Hayes, BA '33, former president of the National Council of Women and former Montreal city councillor, has been appointed to the reorganized board of directors of the publicly owned CBC which comes into being April 1, with the proclamation of the new Broadcasting Act.

'34

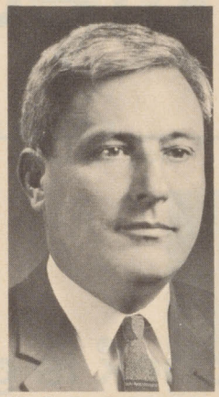
Dr. John J. Dinan, MD '34, surgeon-in-chief at St. Mary's Hospital, has been named chairman of the hospital's Medical Board.
Dr. W. R. Slatkoff, BA '29, MD '34, medical director of the Jewish General Hospital since 1953, has recently become executive director.

'36

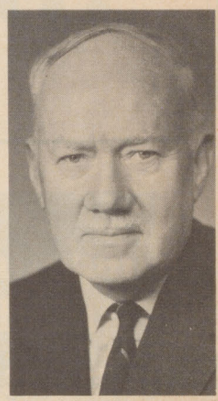
Bryan P. Malley, BSc '36, has been appointed director of purchasing, The Canada Starch Co. Ltd.
Thomas S. Morse, BEng '36, formerly vice-president and managing director of Hercules Canada Ltd., has recently assumed the role of president. Mr. Morse is a member of the American Institute of Chemical Engineers and the Technical Association of the Pulp and Paper Industry.

'37

Manuel G. Batshaw, BA '37, DipSW '38, has been appointed director of Allied Jewish Community Services.
Roger DeSerres, BCom '37, has been elected to the board of directors of Alliance Mutual Life.
J. V. Kerrigan, BCom '37, was recently elected vice-chairman of the board of management of the Canadian Stock Exchange.
Robert E. Kirkpatrick, BEng '37, general manager, Woodlands, Consolidated-Bathurst Ltd., has been re-elected chairman of the Woodlands section of the Canadian Pulp and Paper Association.
Dr. Albert E. Moll, BCL '32, MD '37, has been re-elected for another two year term as the Montreal General Hospital's Medical Board Chairman.
Dudley R. Taylor, BEng ' 37, has been named president of Aviation Electric Ltd. He was previously executive vice-president.



W. S. Boyle BSc '47, MSc '48, PhD '50



Lloyd M. Pidgeon MSc '27, PhD '29

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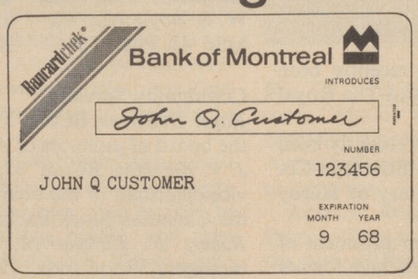
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'38

Mrs. J. A. Blais, PhysEd '38, is adviser to and past vice-president of the National Gallery Association, Ottawa, Ont.

'39

Brig. J. Guy Gauvreau, DSO, ED, BCom '39, has been appointed to the board of directors of Hastings Mining and Development Co. Ltd. He is president and general manager of Place Bonaventure Inc., and a director of several other Canadian companies.

Dr. David N. Soloman, BA '39, MA '42, has received a Canada Council grant and will continue extensive research in the field of sociology.

H. David Spielman, BA '39 has been appointed manager of the recently formed Motor Car and Diesel Products Division, Rolls-Royce (Montreal) Limited. He was formerly sales manager of the motor car division.

'41

W. Boyd Morrison, BCom '41, has been named president of the newly formed Montreal office of Morrison and Merrell International Limited, a company which provides international marketing consultation and management for Canadian firms interested in developing their business opportunities in foreign markets.

Sol Simon Reisman, BA '41, MA '42, deputy minister of industry for the Canadian Government, has been named secretary of the Treasury Board, which oversees all federal expenditures and represents the government under new collective bargaining legislation in the public service.

'42

John H. Bailey, BCom '42, has recently been appointed Commercial Counsellor at the Canadian Embassy in Caracas, Venezuela.

F. M. Fowler, BEng '42, was recently elected president of the Association of Professional Engineers of Manitoba.

Professor J. E. Kennedy, MSc '42, of the University of Saskatchewan has been elected president of the Royal Astronomical Society of Canada.

Dr. J. A. F. Stevenson, BA '37, MA '38, MD '42, has been named to the Board of Governors of the University of Western Ontario. He is one of four academics who are the first faculty members to hold governors' positions at a Canadian University. He was an assistant professor at Yale before joining Western in 1950, where a year later he was appointed head of the physiology department.

'43

Dr. Bernard J. Shapiro, BSc '42, MD '43, has been appointed assistant professor of radiology in the Faculty of Medicine at the University of Toronto. He has been chief of the department of radiology at New Mount Sinai Hospital, Toronto, for the past 13 years and is also consultant in radiology to Baycrest Hospital and to the Jewish Home for the Aged.

'44

Dr. Joseph L. Weininger, BSc '44, PhD '49, a physical chemist at the General Electric Research and Development Centre, has been

appointed divisional editor for the battery division of the Journal of the Electrochemical Society.

'46

Gordon B. Clarke, BCom '46, has been appointed vice-president and comptroller of the Bank of Montreal.

James D. Raymond, BEng '46, has been elected president of Recreation for the Handicapped Inc., the newest member of the Combined Health Appeal.

'47

Dr. Willard S. Boyle, BSc '47, MSc '48, PhD '50, has been promoted to executive director of the newly formed Electronic Materials and Processes Division at Bell Telephone Laboratories, New Jersey.

John Allan MacDonald, BA '47, formerly assistant Deputy Minister of Indian Affairs and Northern Development with the Canadian Government, has been appointed Deputy Minister of the department. Among his duties are matters relating to the economic development of the North, the financial and management improvement of the department, National Parks and Historic Sites and the Canadian Wildlife Service.

Bernard Panet-Raymond, BEng '47, has been elected a member of the board of directors of the Quebec Telephone Co. He is presently vice-president, administration, of Quebec North Shore Paper Co. and of The Ontario Paper Co. Ltd.

'48

Donald D. Beveridge, BCom '48, has been appointed to the board of directors of Murray V. Jones and Associates Ltd., urban and regional planning consultants.

Frank B. Common Jr., BCL '48, is the new president of the Quebec Division of the Canadian Red Cross.

Ilay C. Ferrier, BCom '48, has been appointed general manager, plastic pipe division, of Canada Iron Foundries, Ltd.

Ward C. Pitfield, BCom '48, has been appointed to the board of directors of CAE Industries Ltd. Mr. Pitfield is president and director of Pitfield, Mackay, Ross and Co., investment dealers, Toronto.

Dr. Hereward Senior, BA '48, MA '51, PhD '59, has received a Canada Council grant which will enable him to continue his research in the field of history.

Arnold Wainwright, Jr., BSc '48, has recently joined Bankers Bond Corporation Ltd., Toronto, as a securities representative.

'49

Dr. Meyer Bloom, BSc '49, MSc '50, presently with the department of physics at the University of British Columbia, has been awarded the Steacie Prize for 1967 for his important work in molecular physics.

Dr. John H. Chapman, MSc '49, PhD '51, one of Canada's top space scientists is leaving the Defence Research Telecommunications Establishment to become deputy chairman (scientific) at Defence Research Headquarters in Ottawa.

R. C. Paterson, BCom '49, is one of four senior officers recently appointed to the position of

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assistant general manager, The Royal Bank of Canada.

'50

Dr. Allan Knight, BSc '46, MD '50, has been elected a Fellow of the American College of Physicians.
Eric Miller, BA '50, has been appointed general manager, creative, of MacLaren Advertising Co. Ltd.

'51

Dr. Peter Allan Forsyth, PhD '51, has been appointed director of the new Centre for Radio Science of the University of Western Ontario.
Roy F. Taylor, BEng '51, has recently been appointed vice-president and general manager of Northern Pigment Co. Ltd. in Toronto.

'52

E. Leo Kolber, BA '49, BCL '52, has recently been appointed president of The Fairview Corporation, a firm engaged in the development and operation of real estate projects throughout Canada.
Dr. Sheila D. McDonough, BA '52, MA '55, PhD '63, a professor at Sir George Williams University, has been named to the 15-member Protestant committee of Quebec's Superior Council of Education.
W. J. Stenason, BCom '52, MCom '54, vice-president, company services for Canadian Pacific, has recently been elected to the board of directors of Dominion Bridge Co.

'53

Wilbur H. Huels, BCom '53, has been appointed secretary-treasurer, Nordemende Quebec Ltd.
Claude Lacombe, BEng '53, has been appointed assistant general manager, public affairs, of the Canadian Chamber of Commerce. He was formerly director of foreign exhibits for Expo 67, and travelled widely as special adviser to the Commissioner-General.
Dr. Donald S. Layne, BSc(Agr) '53, MSc '55, PhD '57, has been named professor of chemistry at the University of Ottawa. He was formerly chief of the pharmacology division, U.S. Federal Food and Drug Directorate.
Dr. Kenneth H. MacKay, BSc(Agr) '53, has resigned from the Canada Department of Agriculture to accept a position as program co-ordinator in the Institute of Computer Science, University of Guelph.
J. S. Walton, BEng '53, has been appointed manager of marketing, Atlas Steels Co.
Dr. A. Nelson Wright, BSc '53, PhD '57, has been appointed manager of the photochemistry branch of the newly formed Chemical Laboratory at the General Electric Research and Development Centre.

'55

John M. Fraser, BA '55, is now First Secretary and Consul in the Canadian Embassy in Warsaw, Poland.
A. Victor Rowland, BCom '55, has been elected vice-president, finance, and treasurer of Zeller's Limited.
Gordon L. Springate, BEng '55, has recently been appointed merchandising manager of Van Horne Electric Supply Ltd.
Alfred R. Tonks, BA '55, has recently received his Doctor of Theology at the Southern Baptist Theological Seminary.

'57

Robert N. Holland, BCom '57, DipMBA '59, has been appointed vice-president and divisional sales manager of All-Canadian Group Distributors Ltd. He will be responsible for Quebec and the Maritime Provinces.
Bernard Malina, BEng '57, has established a law office in New York City, specializing in patents, trademarks and copyrights.
Dr. E. S. D. Ratteray, DDS '57, has been elected chairman of the central council of the United Bermuda Party for the ensuing year.

'58

F. R. Lindsay, BA '55, BCL '58, has been appointed vice-president, finance and administration of The Fairview Corporation.
Paul J. Lowenstein, BA '58, has been appointed vice-president and treasurer of Edper Investments Ltd.

'59

H. Guy Chauvin, BCom '59, received his MA in political science at Dalhousie University in 1967 and is now lecturing at St. Mary's University, Halifax.
G. Roger Otley, BSc(Agr) '59, has been appointed to the new position of manager, investments, Montreal branch, The Royal Trust Company.
Seymour J. Rosen, BA '59, has been appointed district manager of the Montreal Bonaventure Branch of the London Life Insurance Co.

'60

Dr. E. G. Beauchamp, BSc(Agr) '60, MSc '62, has been appointed assistant professor in the department of soil science, University of Guelph. He will be associated with the graduate training and research programme in soil fertility and plant nutrition.
B. I. Ghert, BSc '60, has been appointed treasurer, The Fairview Corporation.
Jack S. Rosen, BSc '60, has graduated from the Ontario Veterinary College, University of Guelph, with a DVM degree, and now owns and operates the King Animal Clinic in London, Ontario.
Dr. Jake de Villiers, MSc '60, has recently been awarded a PhD in geology from the University of the Witwatersrand for a thesis on chrome deposits of the Bushveld igneous complex.
Frederick E. Warburton, BSc '60, MSc '61, PhD '63, has recently been promoted to associate professor in biology at Barnard College, the women's undergraduate college of Columbia University. Before joining the Barnard faculty, he was an editorial consultant for the Columbia University Press, Interscience Publishers Ltd. and the College Entrance Textbook Co.

'61

Dr. John T. Andrews, MA '61, research scientist for the Canadian Government, has been named associate professor of geological sciences at the University of Colorado. He is also on the staff of the University's Institute for Arctic and Alpine Research, where he hopes to compare arctic and alpine geomorphology.
Anthony Raspa, MA '61, professor of English at Loyola College has recently received his doctorate from the University of Toronto.

'62

Maurice Brossard, PhD '62, has been promoted to the rank of associate professor in the department of biochemistry at Laval University.
Terry Rosenbaum, BSc '62, MSc '66, presently studying at Macdonald College, has been awarded a post-graduate scholarship from the National Research Council to complete his PhD in agricultural chemistry.

'63

Elise Jane Hockman, BA '63, MA '65, has recently received a fellowship from Bryn Mawr College for graduate study in 1968-69.
E. Martin Richstone, BSc '63, is presently studying in India towards his PhD in mathematics.
Ian G. Stevenson, BA '63, MA '65, has been appointed assistant professor of political science at Carleton University in Ottawa, Ontario. He has recently been working on his doctoral dissertation at Princeton University.

'64

Dieter Bidner, DipAgr '64, is now at the Deutsche Ingenieurschule für Tropenlandwirtschaft.
Dr. Peter A. Fried, BSc '64, received his PhD in psychology from the University of Waterloo in October, 1967 and has been appointed assistant professor at Carleton University, Ottawa, Ont. (This item appeared incorrectly under '54 in the January issue.)
Ralph C. S. Walker, BA '64, has been elected a Junior Fellow of Merton College, Oxford. He went to Balliol as a Rhodes Scholar in 1964 and took his BPhil degree there in 1966. Last year he was awarded the Bank of Montreal Centennial Fellowship in the Humanities and he recently won the John Locke Prize for Mental Philosophy at Oxford.

'65

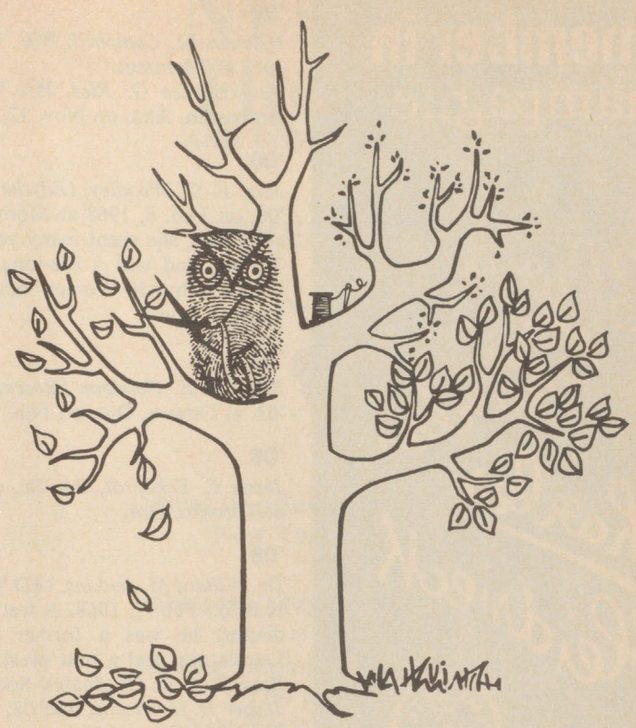
Maurice Borts, MBA '65, has been appointed marketing research manager, Sandoz (Canada) Limited.
Dr. Carole Anne Guzman, MSc '65, of the Royal Edward Chest Hospital, is the recipient of a fellowship, awarded by the research committee for the Canadian Tuberculosis Association.

'66

Lloyd Z. Baron, BCom '66, has completed an MA in economics at the University of Michigan and is presently employed as an economic consultant for Robert R. Nathan Associates, Washington, D.C.
Edna M. Erskine, BSc/HEC '66, is head dietician at The Prince of Wales Hospital, Sydney, Australia.
Paul Stanfield, BEng '66, a consultant with the firm of Schlumberger Overseas Ltd., has recently been transferred to the tiny isolated island of Das in the Arabian Gulf.
David A. C. Walker, BA '66, is presently at Lincoln College, Oxford, preparing to take a BPhil degree in English.

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Deaths

'99

Norman M. Campbell, BSc '99, on March 6, 1968 at Montreal.

Rev. Horace G. Rice, BA '99, MA '07, at Ardrossan, Alta. on Nov. 12, 1966.

'00

Mrs. E. C. Woodley, (*Edythe A. Garlick*), BA '00, on Feb. 6, 1968 at Montreal. A missionary's wife, she spent many years in India and Turkey, and was a life-long member of the United Church Women and the American United Church.

'03

Mrs. A. E. Corrigan (*Rosemary Lunny*), BA '03, at Ottawa, Ont. on Feb. 11, 1968.

'06

Jessie E. Eckhardt, BA '06, on Feb. 5, 1968, at Toronto, Ont.

'08

Dr. Willard M. Jenkins, MD '08, at Gagetown, N.B. on Feb. 7, 1968. A well-known country doctor, he was a former member of the Legislature, and a past president of the N.B. Branch of the Graduates' Society.

Jasper H. H. Nicolls, BSc' 08, MSc '12, on Feb. 8, 1968 at Ottawa, Ont.

'10

A. Sidney Dawes, M.C., BSc '10, at Montreal on March 3, 1968. A man of wide public interests, he was chairman of the board of Atlas Construction Co. Ltd., and Canadian member of the International Olympic Committee at the time of his death.

'11

Miss Mildred H. Robertson, BA '11, on March 1, 1968 at Montreal.

'12

Armand Chenier, BA '12, on May 17, 1967 at Inglewood, Calif.

Mrs. W. P. Percival (*C. McLaurin*), BA '12, at Windsor, Ont. on March 6, 1968.

Wallace D. Stroud, BSc '12, at Kirkland Lake, Ont. on Feb. 1, 1968.

'13

Major Kenneth H. McCrimmon, D.S.O., O.B.E., BA '13, on March 17, 1968 at Rio de Janeiro. A veteran of WW I, he lived in Brazil for 46 years. He held the Order of the Southern Cross, Brazil's highest civilian award.

'15

Frank A. Parkins, BSc '15, on Jan. 20, 1968 at Montreal.

'16

Lloyd H. Parsons, BArch '16, on Feb. 13, 1968 at Fall River, Mass. He was a prominent landscape painter whose work is in the permanent collection of the Whitney Museum of American Art in New York and various private collections.

C. W. Ryan, BSc '16, at Yonkers, N.Y. earlier this year.

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THE MACDONALD LASSIE

'18

Arthur Savard, Q.C., BCL '18, at Quebec City on June 22, 1967.

'19

Dr. G. N. Belyea, MD '19, on Dec. 19, 1967 at Woodstock, N.B. After interning at the Montreal General and the Royal Victoria Hospitals, he practiced in N.B., and was a staff member of Carleton Memorial Hospital.
Dr. Alexander Kennedy, MD '19, at Georgetown, P.E.I. in Feb. 1968.

'20

Samuel G. Skinner, BSA '20, on Feb. 2, 1968 at Stratford, Ont.
Robert C. U. Vessot, BSc '20, MSc '22, on Feb. 20, 1968 at Montreal.

'21

John H. Gibbs, Sci '21, on Dec. 7, 1967 at Clarenceville, P.Q.
Dr. Percival S. Tennant, MD '21, at Burnaby, B.C. in Sept. 1967.

'22

Ira W. Clarke, BSc '22, at Montreal on Feb. 22, 1968.

'23

Dr. Francis J. Buckley, MD '23, on Jan. 15, 1968 at Melfort, Sask.
Charles P. Mills, BSc '23, at Buena Vista, Ga., in May, 1967.
Andrew R. Turnbull, BSc '23, on Feb. 1, 1968 at Montreal.

'24

Reginald B. Ashby, BSc '24, at Montreal on March 10, 1968.
Dr. Watson Boyes, BA '24, MA '25, in Illinois, (date unknown).

'25

Mrs. Martin H. Dawson (*Marjorie Granger*), BA '25, on Feb. 13, 1968 in New York City. She was associate director of community relations for the Motion Picture Association of America, and director of the National Children's Film Library from 1946 to 1957. From 1958 to 1960 she operated a consulting firm on mass media marketing.
J. P. Fleury, BSA '25, at Montreal in March, 1967.

'26

Dr. J. S. Henderson, MD '26, on Dec. 28, 1967 at British Columbia.
Dr. Arthur M. Watson, DDS '26, at Calgary, Alta. in May, 1967.

'28

Dr. Ian G. Macdonald, MD '28, on March 9, 1968 at Los Angeles, Calif. He was a nationally-known cancer authority, professor of surgery at USC and former president of the Los Angeles County Medical Association.

'29

Dr. William W. Johnson, F.A.C.S., F.A.G.S., MD '29, on March 2, 1968 at Washington, D.C. During WW II he served for four years in the Army Medical Corps and was commander of base hospitals in England and Scotland.

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Henri Poitevin
Philippe Roberge
Harvey A. Corn
David Whitney
Gerard Ducharme

'30

Mrs. H. V. Fricker (*Mary Mellor*), BSc/Arts '26, MD '30, on Feb. 7, 1968 at Montreal.

Matthew C. Holt, BCL '30, on Feb. 5, 1968 at Montreal. He served in WW II with the Royal Canadian Artillery and the Allied Control Commission. From 1946 until his death he was secretary of the Montreal Trust Co.

'31

Dr. Robert H. Bedford, PhD '31, in San Pedro, Calif., about three or four years ago (exact date unknown).

'32

Dr. William F. Hampton, MSc '32, PhD '33, on Feb. 21, 1968 at St. John's, Nfld. In 1964 he became president of the College of Fisheries. He had held management positions in large U.S. food organizations and served internationally with the U.N. Food and Agriculture Organization.

'40

Dr. Morris Swalsky, BA '35, MD '40 at Montreal on March 13, 1968.

'52

John P. Mosher, BEng '52, on Feb. 17, 1968 at Montreal.

'53

Mrs. Morris Schwartz (*Riva Rabin*), BSc '53, on March 6, 1968 at Montreal.

'55

Dr. F. Joseph Dawson II, MD '55, in June, 1966 at Abington, Mass.

'59

Eugene Jeno (*Jenci*) *Nick*, BArch '59, at Montreal on Jan. 27, 1968. In 1955 he became a senior member of a Montreal architectural firm. He was supervising architect for the Stewart Biological Sciences Building and the CPR/Cominco Pavilion at Expo 67.

'65

Tom F. Pirie, Dip/Agr '65, accidentally on Jan. 20, 1968.

Obituaries

Dr. Aubrey K. Geddes, MD '24

With the passing of Aubrey Geddes, Montreal has lost one of its outstanding paediatricians. Like so many of Canada's worthies he was a Maritimer. He studied medicine at McGill and graduated in 1924 with honours. After an internship at the Royal Victoria Hospital, he trained for three years at the Babies' Hospital in New York and then returned to Montreal where he began practice in paediatrics. He was appointed to the staff of the RVH and later to that of the Montreal Children's Hospital.

In 1956 Dr. Geddes was appointed paediatrician-in-chief of the RVH. He was also on the staff of the paediatric department at McGill and reached the rank of associate professor. During the Second World War, Dr. Geddes volunteered for the Canadian Medical Corps and served overseas in England and in North-West Europe. He rose to the rank of Lt.-Colonel in charge of the medical division of a General Hospital.

In his professional life, Aubrey Geddes showed an intense, unflagging interest in his work. He never spared himself physically and his patients could rely on him day and night for prompt and careful attention. By nature he was reserved, but he had a rare gift of friendship and those who were in his circle realized its value. An omnivorous reader with a wide and penetrating knowledge of literature, Aubrey was always a stimulating companion. He also had a keen appreciation of art.

Aubrey bore his last illness with remarkable stoicism. He lived a full life and was blessed by the company of his charming wife and two daughters. He will be greatly missed. *S.G.R.*

Dr. Charles A. Peters, MD '98, LLD '57

Dr. Charles A. Peters, D.S.O., MD, C.M., F.R.C.P., DCL, LLD, died April 1, 1968 at the Montreal General Hospital. He was in his 96th year.

Dr. Peters was born in St. John's, Newfoundland in 1872 and received his early education at the Methodist College there. In 1894 he entered McGill and in 1898 he graduated with a first class medical degree.

He served as an interne at the Montreal General Hospital just as it was emerging out of the medical practices of the 19th century, and was closely associated with the doctors who were leading the new medical movements. He remained on the hospital's staff and was appointed out-patient physician and then attending physician and clinical professor of McGill.

This early clinical experience proved invaluable in wartime. Dr. Peters served in the Boer War and in the First World War, returning from the latter with the rank of Colonel, having also been awarded the D.S.O. and mentioned four times in despatches.

On returning to Canada, he continued his medical practice together with his hospital and university work. He was appointed medical consultant to what is now the department of Veterans' Affairs, and he held the position from 1919 to 1945.

He was chief medical adviser of the Royal Insurance Co. of Liverpool for forty years and of the Prudential Assurance Co. Ltd. for more than twenty-five years.

Dr. Peters was always vitally interested in the Canadian Medical Association and was made a senior member several years ago. He was an original Fellow of the Royal College of Physicians and sat on its council for four years. During his active medical career, he served as chairman of the medical board of the Montreal General Hospital, and as secretary of the committee of management. He was also president of the Montreal Chirurgical Society.

In a recent tribute to Dr. Peters, the Chairman of the Board of the MGH praised him as "Beloved by his colleagues and patients . . . a man who not only sees his patient along the first mile — but twain — and to the end of the road."□

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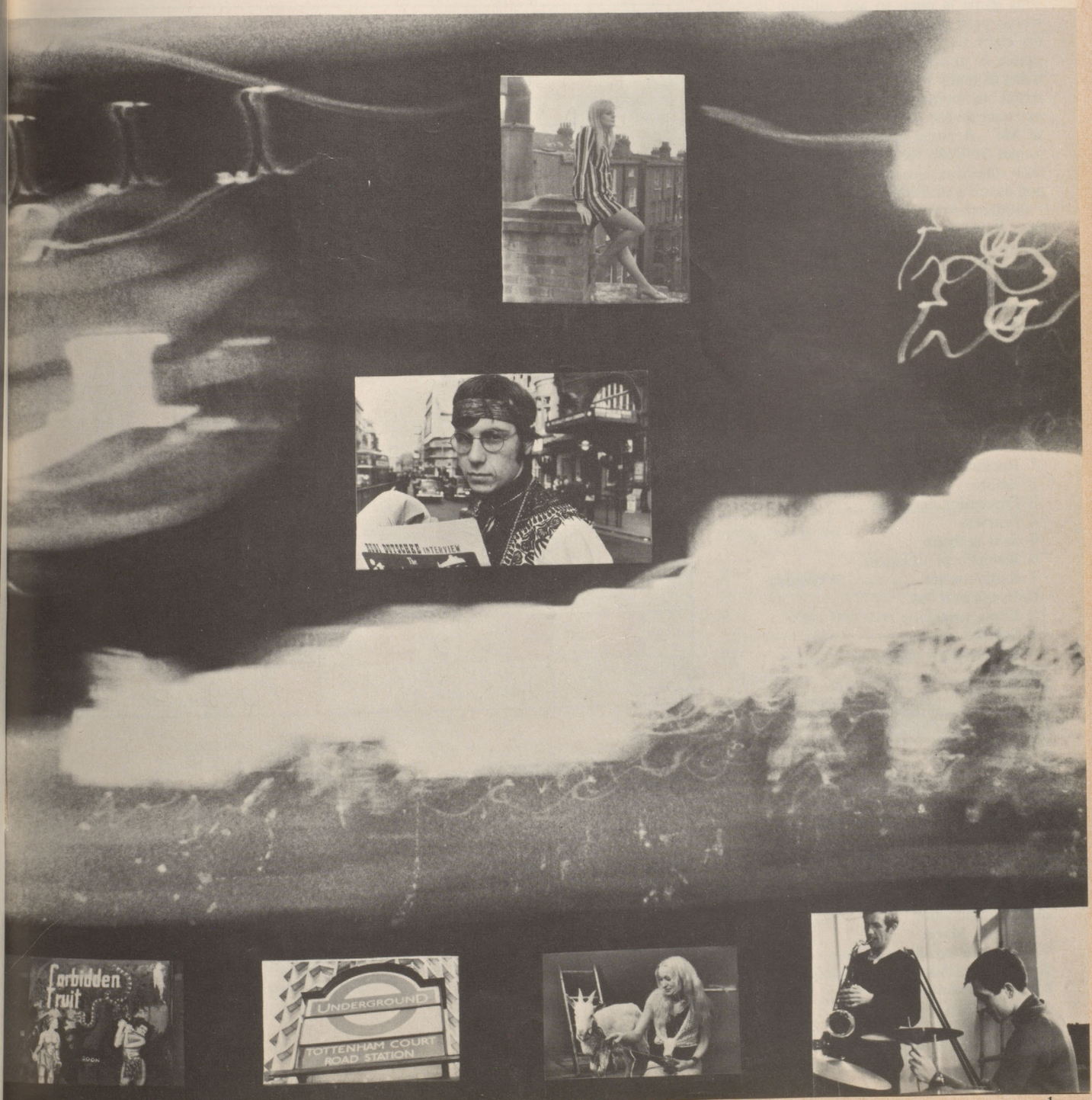
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McGill News

July 1968
Mad, mod Britain: an intimate look at the manners and mores of Swinging London (see "Swinging Martlets on the London Scene," p. 6).



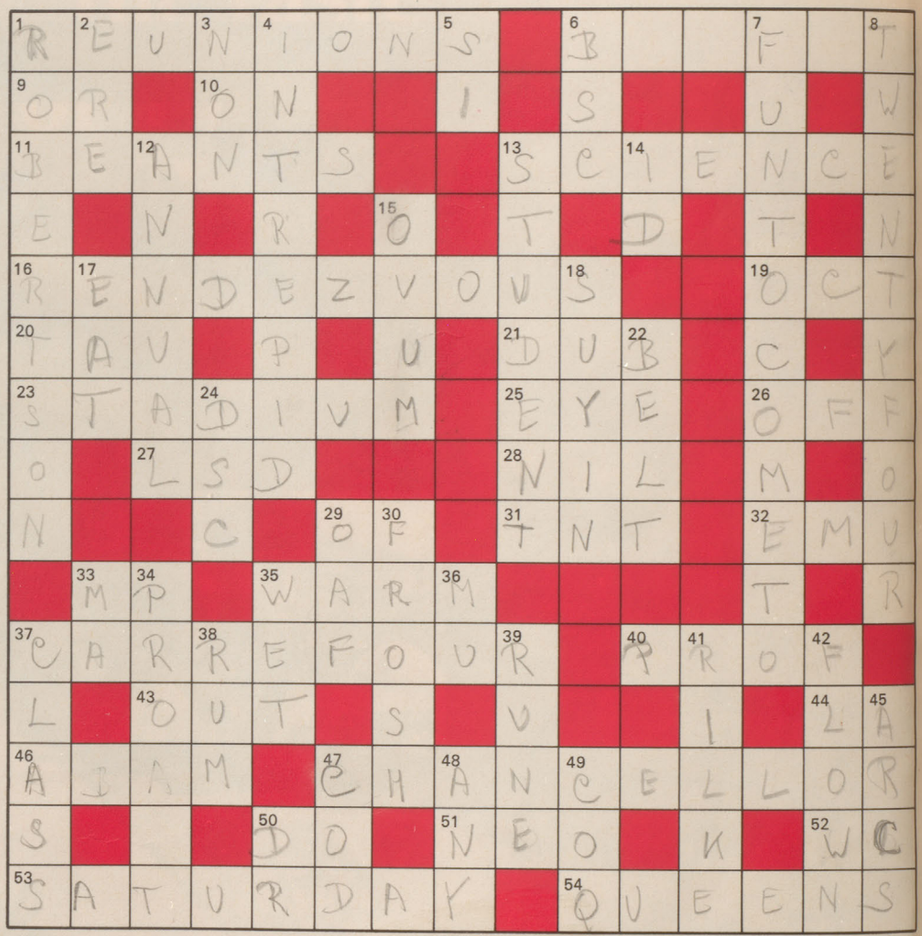
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The Reunion Game

This game is open to any reunion graduate whose year of graduation ends in a three or an eight (e.g. 1923, 1948, 1963, etc.). The object is to solve the crossword puzzle and, using as many words from it as possible, construct an original sentence (serious or humorous) on the topic "What Reunions Mean to Me". A panel of distinguished (we think) judges from the Reunion Committee will give their objective, unbiased analyses to all entries and award a thrilling prize to the lucky winner.

Address your entry to Mrs. E. F. Crutchlow, Reunion Secretary, 3618 University St., Montreal 2, P.Q. Additional clues will be found in the "Society Activities" section in this issue.

Enter now! As one of our fearless political leaders said recently: "You have nothing to lose . . ."



Across

1 Quinquennial parties
6 French painter
9 French gold
10 Attached to
11 The late 47 across
13 Systematic knowledge
16 Meeting place
19 Month X (abbr.)
20 Greek T
21 Make one a knight
23 Bowl
25 Potato leaf-bud
26 Cast —— (naut.)
27 Acid
28 Nothing
29 Belonging
31 Trinitrotoluene
32 Cassowary's cousin
33 PET et al
35 Less than hot
37 Crossroads (Fr.)
40 Abbreviated academic
43 Where did you go?
44 Smog city
46 Short Yankee graduate
47 University top dog
50 Octave ends
51 New
52 Loo (abbr.)
53 Jewish Sabbath
54 Kingston's College

Down

1 Rocked but unshaken
2 Before
3 Expressing negation
4 Fearless
5 Said in Spain
6 Bachelor of 13 across
7 Reunions are ——— (4 words)
8 Hours in a day
12 Every year
13 Scholar
14 Unconscious mind
15 Egg
17 Devour
18 Many-splendoured lady
22 Around the middle
24 Eyeless Disc
29 Lout
30 Collective college neophytes
33 Vulgar mama
34 Remembrance of things past
35 Drink (sl.)
36 Physics symbol
37 Opposite to the mass
38 Navy grog
39 Teutonic letter
41 Rainer Maria
42 The bird has done it
45 Electrical discharges in vapour
47 North Atlantic fish
48 No matter which
49 P'tit Gelinas
50 Sawbones (abbr.)

The McGill News

Volume 49, Number 4
July 1968

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Editor's Notebook

"When a man is tired of London," wrote Samuel Johnson, "he is tired of life; for there is in London all that life can afford." Putting it another way, a McGill graduate wrote of modern London recently: "It's completely eccentric. Swinging London is bound up with Traditional London. All the wrong things are next to each other — that's what makes it interesting."

These were good enough reasons, we supposed, why some 300 graduates — many of recent vintage — have chosen to make London their home. So we commissioned Photographer Frazer Wood and Author David Francis, (*photos at right*) to interview seven ex-McGillians for our cover story which begins on page 6.

Our authors are no strangers to the city. Frazer, a transplanted Liverpudlian photographer who lives in London with her Manx husband Ian, a film-maker, was named after her godfather, Sir James Frazer, noted social anthropologist, atheist and author of *The Golden Bough*. "Almost the last of his living deeds was to make sure he was my godfather at my christening," she says. The ceremony took place in Charing Cross Hotel, and she was christened by the head of the Unitarian Church, wrapped in a tartan rug (Frazer, naturally), and annointed with tap-water from a salad bowl. She spent most of her time in her first three years in London in queer pubs. "London swings very definitely in comparison to the rest of Britain," she says. "If you want to do anything creative in England, you have to come to London, particularly if you are under forty-five and a woman. Having worked for other photographers for ten years, this is the big year, I have decided, to set up in business on my own."

David is a graduate of McGill (BA '63), its bookstore ('65), and "just about every theatre group around McGill and Montreal" during those years. He has just finished a three-year course at the London Academy of Music and Dramatic Art, two of which were on a grant from the Province of Quebec. After playing a bit part in *Saint Joan* for BBC-TV, he is currently touring England as Abraham Lincoln in a play for Theatre Centre, a children's theatre group.





London, says David, "is a great city for looking at things free: the West End at night (queues for drugs and lots of neon), anything by day, King's Road on steamy Saturday afternoons in June (crowded, very sexy), or Carnaby St. in very grey December (camp, not very sexy, but the shop windows make a dent in the cold). You have to walk to appreciate it, and it's certainly all there and 'happenning,' whatever that means . . ."

Frazer's cover photo depicts some of the happenings in London today: at top, actress Helena Ross; centre, Zen photographer Peter Brabban; and at bottom, left to right, a boutique on Portobello Rd., the Centrepoint Building in the heart of London, a scene from *The Arrabal Labyrinth* at the International theatre, and members of the AMM experimental music group.

Recently, J. H. Holton, secretary of the Board of Governors, received a letter from the family of Dr. Samuel Ortenberg, MD '08, enclosing a contribution to the Medical Library in his name. "In his very modest manner," it read, "he is a credit to his University, his profession and his community and we, his family are very proud of him."

The letter went on to note that Dr. Ortenberg had taught clinical pathology for many years at McGill. "Some years ago," it concluded, "in conjunction with the late Dr. Collip, Dr. Ortenberg did original work on parathormone. He was also a member of the Ethics Committee of Medical Chi. At the present time he is working as hard as ever at his specialty of Internal Medicine."□

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Andrew Allen

Letters

I have followed with interest the problem of student activism at McGill and was concerned with the acts of civil disobedience last Fall. The activist groups which have sprung up in universities all around the country are doubtless here to stay and must be accepted as a part of every university community. Being an activist, however, does not *exempt* a student from being *held responsible* for acts of violence which violate the law. This principle of legal responsibility seems to have been forgotten by the student leaders at McGill. Instead, their brash zeal was mistaken for a licence to disobey without restraint and to blatantly challenge the administration.

Regardless of the issue provoking student protest, I believe most will agree that the method of protest has now become a far more serious problem than the grievances under protest. In many universities the destruction of university property and disruption of administrative function by students has forced the administration to use the police to restore law and order. This is not conservative, militant heavy-handedness but the minimum response necessary to deal with budding anarchism. The offending students at McGill last fall weren't really asserting their ideas about freedom of the press or the administration's disciplinary measures when they broke into the Principal's office. Rather, they were asserting their disregard for the University's rules and regulations and the rights of others with whom they did not agree. It is characteristic of the student activist, such as we have seen at McGill, to demand his own rights while completely disregarding those of others. Freedom for these individuals is the right to do what they please without interference. For most of us, freedom implies a degree of responsibility toward the community and is naturally restricted by the laws we have created.

There is no simple answer to student activism. It is clear that students should participate more actively in the university community along with administration and faculty. The establishment of faculty-student affairs committees and student disciplinary committees would go a long way to bridge the gap between the students and administration, and provide a means for settling problems before they reach riot proportions.

How else can a growing academic community of thousands maintain educational standards and a democratic atmosphere except through open-mindedness and compromise? The struggle and chaos created by the activists have only short term goals and are no substitute for the democratic process

Joseph K. Hanaway, MD '60
School of Medicine,
University of Virginia,
Charlottesville, Va.

In your March 1968 issue I was most interested in the column "Learning To Teach — and Learn" describing the research and planning now in progress in an effort to improve the caliber of teaching in the Faculty of Arts and Science.

Last Fall I visited one of my son's psychology lectures and was appalled to find several hundred students in a large hall listening to a dull lecture televised on a large screen. The students were yawning, bored, unmotivated, mechanically taking notes as the TV voice droned on. My chagrin was compounded by the fact that this lecture came from a department which should be concerned with how people learn, behaviour, response, and motivation. I am pleased to note that members of an *ad hoc* planning committee are Prof. D. Bindra of the Psychology Department and Prof. Miles Wisenthal of Education and Counselling.

I have also been told that the graduate students who lead the small conference groups are inadequately prepared to conduct group discussions and do not encourage discussions which allow for an interplay of ideas. In some cases, conference leaders exhibited such low levels of competence that students stopped attending the conferences. There were bright students literally being "turned off" and losing interest.

I am grateful that a step in the direction of teaching evaluation is taking place. As a parent, I hope that my son (entering third year of BA in Arts) will benefit from this program of improving teaching methods. I hope that you will keep us informed of the activities of the new Department of Higher Education. I am certain that many parents share my interest in what Prof. Wisenthal's department is attempting to do in improving course design. Parents do *care* about the *quality* of their children's education, and students want to have a larger voice in their own education.

Mrs. Leo Srole
Whitestone, N.Y.

What the Martlet hears

The Old Order Re-examined

Recently, an article in the American publication *The Chronicle of Higher Education* noted that in newspaper and magazine articles and on Convocation platforms across the U.S., "uncommonly large numbers of administrators and faculty members were anxious to talk about the basic purposes of the university, its place in society, and the feasibility of change."

This Spring, even while the Tri-Partite Commission and various committees on university government met and issued reports (see summaries elsewhere in this issue), McGill administrators, faculty and students were busy on the banquet circuit discussing university problems. Among those who spoke:

Robert F. Shaw, BEng '33, shortly after his appointment as Vice-Principal (Administration) of McGill. Speaking to students at Macdonald College "in complete ignorance and before I have joined that horrible thing known to students and staff alike as 'The Administration'," he judged his own reactions to university problems as "those of a typical engineer: pick a tough task, team up, assess the problem, build something *good*."

Using "a needle as my weapon", Shaw threw some barbed shafts at his audience which left no doubt as to his position when he takes over his new job: "Demonstration? I'm for it as long as it's peaceful, non-violent and 'democratic'. Now if it becomes undemocratic and advocates overthrow instead of change by the wish of the majority, then forbid it. If they won't go home — call the police.

"Freedom of speech? We must protect freedom of speech and the freedom of the press. . . All we have to do is define the difference between freedom and license.

"Student power? Of course, the student should have a say in how the university is run. He's the customer — that is, he's one of them. But so is the graduate, the engineer, the doctor . . . the lawyer . . . the statesman, and your children and grandchildren. All of them are customers of the university. All of them should be heard, and so should the taxpayer who foots the bill.

"Recruiting? Let us not permit on-campus recruiting by those who make chemicals for warfare even if they also make fertilizer; by those who build defense installations even if they also build hospitals; by those who make gun carriers and your car . . . or governments who have armies; or the United Nations if they have a police force . . .

"Free tuition? I'm for it. Every human has the right to as much education as he can achieve. I'm also for a guaranteed annual income . . . Medicare, private enterprise . . . higher pensions, shorter hours, higher wages, lower prices. Wow!"

Why, he asked, would a fellow go to work in the midst of all these impossible problems? "First of all because I recognize that youth has become the greatest force in modern society, not only because of the increase in the youth population, but because improved health and schooling has made it smarter, better informed and (in general) better balanced than ever before. Maybe," he said, "my experience and approach to life can persuade you to work like dogs to improve some corner of the world. I believe educated men and women can, in our time, improve international and interpersonal relations to achieve greater harmony. We did it at Expo."

In May, Dean H. D. Woods, MA '31, of the Faculty of Arts and Science, addressed a group of McGill graduates in Toronto. Speaking on the "dilemma of the conflicting demands" of undergraduate teaching, providing professional training and advancing the frontiers of knowledge through research, Dean Woods opined that "we are observing a mild crisis in the professorial occupation and we have not yet fashioned a formula for its resolution. The university teacher," he said, "has through time developed a sort of multiple service capacity and is meeting demands from three more or less unrelated communities: his scholarly peers who judge him by the quality (and I am afraid sometimes by the quantity) of his publications; the students he serves . . . and the outside community . . ."

Dean Woods identified "at least three fairly distinct attitudes of dissatisfaction" among students: ". . . those who basically accept the present system but are not entirely satisfied either with educational content or pedagogical method" — a group he referred to as the "conservative reformers." Then there are the "radical educational reformers who believe that only through considerable shift in the location of decision-making can the universities be brought to meet student needs." This type, he observed, differs in degree from the "New Left activist leaders" who, in their extreme view, "are discontented with Western society and see only a revolutionary solution."

While maintaining the need to "identify the real faults in the universities as educational institutions" and to "arrange for a greatly enlarged role for students . . . in the evolution of our programs," Dean Woods warned: "If the students achieve power on the campus to the extent that academic programs are determined by students, or conversely that those who are professionally involved are restrained in their academic planning by students who cannot possibly have acquired the knowledge and perspective to make defensible decisions . . . the university will lose the very independence which has made it the great centre of civilization it is. And with the loss of independence will go the independent mind."

The right of members of the academic community to speak out and protest was defended by Registrar Colin McDougall, BA '40, in a speech to the Kiwanis Club of Montreal in March. Referring to the aftermath of the *Daily* affair last November, McDougall told his audience that Principal Robertson had been "besieged with exhortations" from graduates and members of the community in general to "fire" the faculty members involved. "The fact is," he said, "that in a great University — and this is where a University is vulnerable — you can't 'fire them' . . . Unless there is some criminal act or proof of academic incompetence, you can't fire the members of your staff who have incited and urged on disturbances. Their continued, glowering presence is the price you pay for a free University atmosphere."

Echoing the views that university structures must be re-examined and that legitimate student aspirations and demands must be met, the Registrar also pointed to McGill's position in the history of the country and in Quebec. "That Harvard is located in Massachusetts and Yale in Connecticut are relatively unimportant facts about these institutions," he said. "That McGill is located in Quebec, however, is an all-important fact."

Noting that in its 1965 brief to the B and B Commission the University had stated its desire "to act as a willing broker of ideas and sensibilities between English and French-speaking Canada," McDougall said: "This statement, I believe, is now outdated. It is true that in one sense, McGill can serve as a bridge between the two cultures; but it would be untrue to see McGill's role as a kind of neutral, detached 'broker.' On the contrary, McGill is not neutral. It is involved and wants to be involved in a fully-committed capacity in the

Martlet/continued
obligations, objectives, and responsibilities of the new Quebec."

Graduates in Cleveland, Ohio, had the opportunity to confront a student leader recently, when the local Branch of the Graduates' Society invited Students' Society President-elect Robert Hajaly, BEng '68, and Prof. Miles Wisenthal, MA '57, to express their views. Defining the student point of view, Hajaly said:

"The basic source of tension in the University as students are beginning to perceive it, is that there is a conflict on the one hand between what they see to be the needs of an education which liberates their intellect, which is integral to their personal development, and on the other an education which is intended to meet the needs of a corporate world — business and government — in which decisions are made undemocratically and in which a structure is bureaucratic or otherwise a vertical line structure."

The conflict, he suggested, is reflected in the tremendous growth of corporate and government financing of research projects which engages more and more of professors' time and which results in "increasingly less time for the necessary work required for undergraduate teaching. Essentially," he said, "most of the protest is coming from undergraduate students."

The other aspect of the problem reflects on course content. Professors, Hajaly said, are "neglecting scholastic work on major moral issues which have always faced civilization. The result is that education is taking on a conservative essence, structured more to preserve the status quo than to challenge it and find a radical alternative which is better."

On the question of student power, Hajaly pointed out that "students have very little effective power in the University" and defined the goal of "democratization" as "an equitable sharing of power (not necessarily equal) among the different sectors of the University . . . affected by decisions taken by the University government . . ." Students, he claimed, are not "trying to take over the University" but said that "liberal reforms . . . will simply not end this problem. As I see it, in the long run it can only resolve itself in radical changes in the social system. The contradictions are too great to be borne by small changes."

Shunning the notion that student unrest has anything to do with political doctrine, but nonetheless is "an expression of non-confidence in the leaders and in the ideology of leadership as we know it," Dr. Wisenthal said that the responsibility of leadership is "to structure an environment which is conducive to channelling the tremendous energies of young people along lines which will bring about change and reform, where and when required.

"We shall find change very hard to tolerate," he said. "What we must do is learn to live with the anxiety that this change produces; because if we fail, we will revert to a process of repressive measures which can only lead to chaos."

While none of the speakers this Spring would go so far as to suggest solutions to the "university problem", at least one had some sympathy for students who had been through a difficult year. Speaking at the Bishop's University Convocation in June, J. D. Jefferis, MA '29, told the graduating class: "I am terribly sorry for you. I sympathize with your situation. For four years now, in some cases for five years, you have been the focus of all attention. You have been figures of enormous importance. The spotlights have shone brilliantly upon you . . . You have been, in your own phrase, 'student power.' And tomorrow, you will be students no longer. You will merely be human beings."□

University-Government Relations

A study of the relations between universities and governments in Canada has been launched by the Association of Universities and Colleges in Canada (AUCC).

In mid-May, the AUCC announced the appointment of two commissioners to head the study: Dr. Donald C. Rowat of Carleton University's department of political science, and Prof. Rene Hurtubise of the Faculty of Law, University of Montreal. Although education is a provincial matter, the year-long study is expected to reveal many problems common to all areas of the country.

Working with a $150,000 Ford Foundation grant, the commission's mandate is: "to consider the new and distinctive role of universities in the changing Canadian society, particularly with respect to their responsibilities for the development of this role at the various levels of society: community, provincial, regional, national and international; to determine the need, nature and extent of university autonomy, and government and public control of universities; to recommend the appropriate instruments by which relations between universities and governments can be established that do justice to their responsibilities."

Commission members will travel across Canada, eliciting comments and briefs from interested persons. Next Fall, once the basic groundwork has been laid, cross-country public hearings will be held in many cities. As well as the AUCC, the commission drew its steering committee from representatives of the Canadian Association of University Teachers (CAUT), l'Union générale des étudiants du Québec (UGEQ), and the Canadian Union of Students (CUS).□

Graduate Education Programmes

Macdonald College will now offer graduate programmes in education in an attempt to strike a balance between academic and professional education.

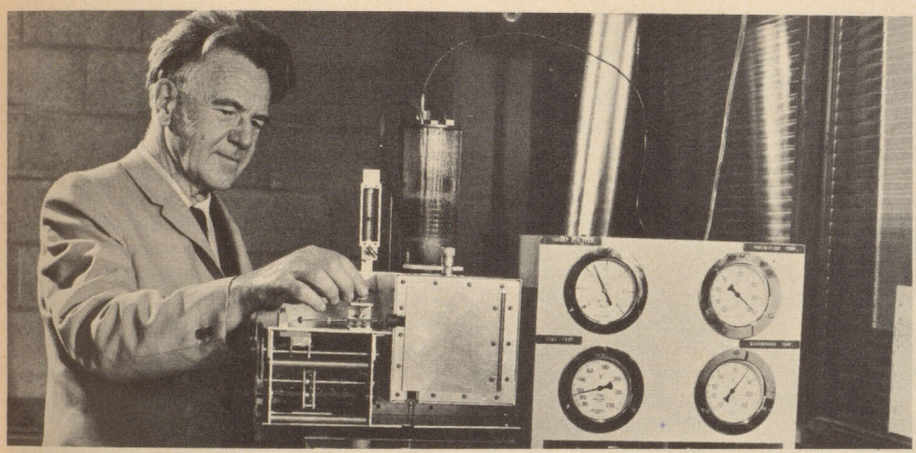
New course patterns will be introduced in both the academic MA in education and in the MEd, a professional degree. The former requires a thesis, the latter an "internship" of supervised practical experience. A doctorate programme in Counsellor Education, leading to an EdD (Doctor in Education), has also been announced.

The new programmes will endeavour to answer needs for an increased number of specialist teachers and educational administrators. For some years teachers' organizations in the province have urged the establishment of more professional degrees. The coming of CEGEPS and the Parent Commission suggestion that classes for most types of exceptional children be the responsibility of regional school boards, has resulted in greater demands for specialists.

At present, the MA in education can be taken in four areas: Educational Administration, Comparative Education, Educational Psychology, and Educational Guidance. New degrees will be offered this summer in History of Education (in both English and French Canada) and in Philosophy of Education.

This year the MEd programme was offered in two areas: Guidance and Counselling, and the specialized subject of Teaching Subjects — the latter unique in North America. New areas of study to be introduced are: Special Education, Reading, and Educational Administration. Students in the Special Education programme are to spend a summer in the Learning Centre of the Montreal Children's Hospital, dealing especially with educable retarded

Dr. R. H. Wright adjusts the mechanism for injecting insect repellent chemicals into the "artificial host."



children with perceptual handicaps and disturbed children not requiring hospitalization.

The Doctor in Education will be offered at the same three specialized levels as the MEd.□

Measuring Mosquito Repellents

Consider the problem of the poor scientist researching the effectiveness of a given insect repellent. The only way to find out if the stuff works is to spray some on his arm and expose it to swarms of hungry mosquitoes in a glass box, just like the man in the TV commercial.

Now, thanks to a McGill graduate and his team of scientists at the British Columbia Research Council, the scientist has been replaced by a machine — and the mosquitoes will go hungry. After ten years of research, Dr. R. H. Wright, PhD '31, has developed a machine in which the repellency of a chemical is measured in absolute units by creating an "artificial host" with a standard, reproducible attraction for mosquitoes. A measurement is then made of the exact amount of chemical vapour that must be added to it to nullify the attraction.

Not only does this eliminate the need for human volunteers, we are told, but it "gives the intrinsic repellency of a compound independently of its rate of evaporation from the skin. This is expected to reveal eventually the chemical basis of the repellent effect, something that has eluded discovery up to now."

Dr. Wright, who heads the Olfactory Response Investigation at the B.C. Research Council, hopes that information provided by the new machine will lead to repellent sprays and creams which will be more pleasant to use than the somewhat greasy preparations now on the market. In addition, the Council is investigating new substances for application to clothing, thus eliminating skin problems, and is conducting a testing service for chemical, pharmaceutical and pesticide manufacturers.

Mosquito-plagued summer cottagers and campers can take heart from the Council's prediction that "eventually it may even be possible to arrive at a systematic repellent, or 'pill' that will render the user 'mosquito-proof' for a period of hours or days."□

Graduate MPs

At least five McGill graduates will be sitting in the House of Commons when Parliament reconvenes in September.

Liberals re-elected in the June federal election include: Charles M. "Bud" Drury, BCL '36 (Westmount), Warren Allmand, BCL '57 (NDG), Hugh Faulkner, BA '56 (Peterborough), and Herbert E. Gray, BCom '52 (Windsor West). In the Ontario riding of York South, long-time MP David Lewis, QC, BA '31, held his New Democratic Party seat by a margin of 702 votes.

Former McGill professor Eric Kierans, a freshman to the federal Liberal political ranks, defeated the NDP's Quebec leader Robert Cliche in a closely-fought battle in Montreal Duvernay. An election casualty, however, was Heward Grafftey, BCL '52, who lost his Progressive Conservative seat in Missisquoi. McGill professors Laurier LaPierre, Charles Taylor and C. G. Gifford, BA '39, all NDP candidates in Montreal area ridings, failed to win seats.□

Social Work Campaign

"Welfare services in the Province of Quebec are among the most important of the changes," said School of Social Work Director Prof. David E. Woodsworth recently. "In order to make the best contribution, the School is assuming a more important place in the University and is producing academic work that merits respect."

At a time when Canada and the world face a critical shortage of professional personnel, the School is faced with what Woodsworth terms a problem of "limited resources. Last year," he says, "there were 850 new enquiries about the School; of these only sixty-five could be accepted. To keep pace we need the interest, support and money of the community, and especially of our friends."

Accordingly, the School launched a five-year fund-raising campaign to commemorate its 50th anniversary. Working with the Alma Mater Fund, an objective of $50,000 was set, and already graduates and friends of the School have subscribed over $10,000 in the first year. Anniversary celebrations have also taken the form of lectures and seminars, presented in conjunction with the Allan Memorial Institute.

Founded in 1918, the School operated as part of McGill until 1932 when, because of the University's financial woes, it was forced to continue as The Montreal School of Social Work, assisted by alumni and community welfare efforts. In 1945, under Director Miss Dorothy King, the School was once again taken under McGill's wing on a five-year experimental basis. It was also decided to confer BSW and MSW degrees on students who until that time had received only certificates. Five years later, the University took over the entire operation, and Prof. John J. O. Moore became director until 1966.

The money raised by the special campaign will be used in three important areas: to acquire highly-qualified research staff with the time and skill to produce the theory and knowledge basic to the profession; to sponsor visiting lecturers, whose stimulus and insight is considered necessary both to the School and the social work community; and, perhaps most important of all, bursaries are badly needed to encourage needy students.□

Swinging martlets on the London scene

Swinging London: fact or fancy? Some candid views from former McGillians now making the scene in Old Blighty.

by J. David Francis

London has attracted its share of McGill graduates in the last few years but is it for reasons swinging, or other? Not to be judged only from older graduates who have been here since the city was merely a fast, fascinating centre of world arts, commerce, and opinion; it is the younger pilgrims who indicate truly if London's allure is all PVC, LSD, and nouveau art-nouveau.

Doggedly, accompanied by a charming lady-photographer, Frazer Wood, to the extremes of London and the Boroughs (an estimated 100 miles and 10 hours each on the underground, Swaying London) I interviewed a civil servant, a clergyman, a public relations woman, a clinical psychologist, two film writers, and a business executive. Why have they come, what have they found (design, colour, drugs, sex, growing-pains), and will they stay?

Hobnobbing with the Stars

Judith Tarlo led us from the offices of Rogers, Crown, & Brenner, Public Relations, ("Beverly Hills — New York — Paris — Rome — Madrid", the stationery says) halfway between the Ritz and Mayfair Hotels, on foot to Picadilly and by taxi to The White House, a modern residential hotel in the midst of the period splendour just south of Regent's Park. As assistant to the woman who is managing director of the British branch and vice-president of the American company, she helps handle publicity for people like Danny Kaye, Rex Harrison, and Terence Stamp.

"It may be to create publicity for them, or to keep publicity *from* them, or as in the case of Roger Moore, to break his 'Saint' image and create a new one," she told us. "We also run a clipping service and have to read every newspaper and magazine. It's a world-wide service; we have to operate within a few days on anything that happens to our clients anywhere. I don't think any other company has that sort of scope. The only thing is, when you work with film stars all the time you get a bit detached and unimpressed, you wait for them to prove they're human."

Detached she is not; though neck-deep in a world reputedly brazen, she seems spontaneous and enthusiastic. Entirely British, but brought up since the war in the States, Judy returned to New York from McGill in 1960 with a BA and a long-lingering renown from Red & White Revues, especially *My Fur Lady* in which she played Renfrew the Mountie. Employment was varied. First, assistant to the advertising and publicity manager of a knitwear firm in the Empire State Building, 96th floor, bottom-pinching businessmen, automatic life. "I thought, 'Life just couldn't be like this.' I mean, I'd just been doing courses in ethics and aesthetics."

Next: girl-Friday in an ad agency handling fashion accounts like Harper's Bazaar, "Very informal and quite fun. Within three weeks I'd been promoted from the switchboard to assistant to the vice-president." Half-accidentally she started part-time work on the Barry Gray Show, a two-hour late-night programme, eventually producing it for two years, arranging interviews with everyone from Harry Truman to Shelley Berman. "The best job ever. Then I suddenly left New York. I'd achieved everything I could there. I was 26 and I didn't like the sort of person I was becoming, hard and nasty, so I just walked out on everything and came to England."

After two years at Columbia Pictures as assistant to the head of publicity, she found she could get no further. "I came up against the horrible fact of prejudice against women in England. When the publicity manager was made managing director, I was told a woman couldn't handle the department and all that nonsense. They hired a man and asked me to stay on as assistant." She left and accepted a job as publicist for Peter O'Toole's film company, ("called Keep Films, because they wanted to keep some of the money"). That ended in a great fracas with the union which threatened to strike if she went on the set; she had no union card and for unknown reasons, couldn't get one. After a year's enforced holiday, ending in depression and withdrawal, she got a job, in ten minutes, as third in charge of a company which publicized products rather than people, (" 'Buy a budgerigar this week.' — It wasn't really me") and soon after was offered her present position. She accepted on condition that women could get ahead in the company and now is earning more than ever before in England, with responsibility and prospects.

"I'm going to stay. My background is here, my family, and that's important to me perhaps because I've always been moving around. I feel at home at last. I *never* did in New York or Canada. I wouldn't be happy going back.

"To me the term 'Swinging London' has never meant anything. I'm square. I hate discotheques; they're loud, noisy, full of smoke. The people look so stupid the way they dance — moving around like puppets, never touching. Awful fashions, cheap material . . . the ugly designs you see people wearing! I think it's just an excuse for people who don't want to face what they really are, just weakness and fright. If they're swinging they're going to be told 'Oooh, your hair is long today, oh you're very flowery.' It's just an escape."

"I try to like the music because we handle several of the pop stars: The Supremes, The Who, Paul Jones. But I'm a 20's and 30's music girl. Oh, I like a couple of the Beatles' songs, but I don't really like the Beatles, the way they look. I think it's probably because they get *so* much publicity . . ." (laughs with us).

Social reform, divorce, homosexuality, abortion?

"All those bills are wonderful. It's amazing that they're going on at the same time as all the other stuff. If this freedom of so-called Swinging London has meant all the other social freedoms, great! It's loosened up the fibre of the lawmakers. But I'd be surprised if it's that."

An Experiment in Group Ministry

After an hour's trek on the tube with the usual London Transport delays, we arrived late for Sunday tea with the Rev. Peter Marshall, his wife Nancy (a graduate nurse from Toronto), and 18-month old Paul. Peter had some fact-finding on Pasternak to do for his evening sermon, but graciously answered questions and left within the hour for the church.

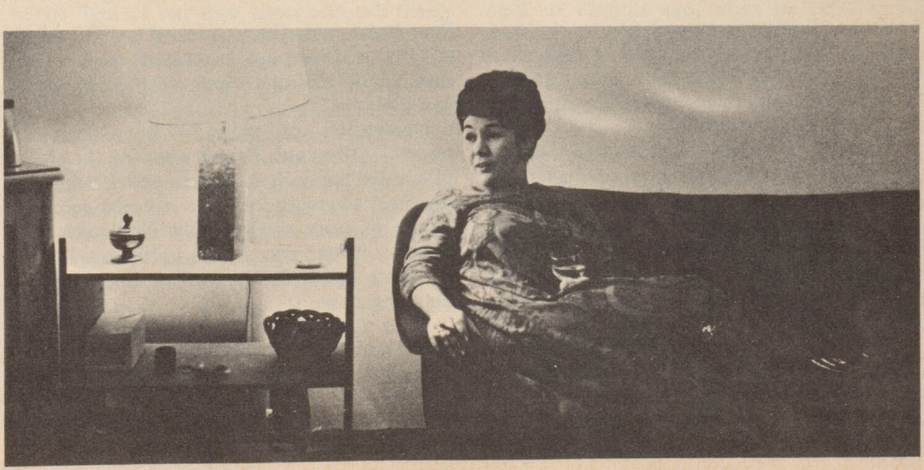
The Marshalls live in South Woodford, Essex, a distant but urban suburb in East London (E. 18), amongst rows of the indigenous wood-and-brick "semi" (squat, ample, but much begrimed.) They have the advantage of a pleasant vicarage, well set-back, large, and trailed by an admirable garden.

Born in Buenos Aires of British parents (who later moved to Canada), Peter studied science at McGill and came to England to do theology at Westcott House in Cambridge. "After my general ordination examinations, I reckoned on a large parish for training. The first one I took a look at was East Ham, an East London dock parish of 30,000 — that's very large. It seemed good, so I went there as a curate." He is now in charge of St. Phillip's and St. James', Sir Winston Churchill's old

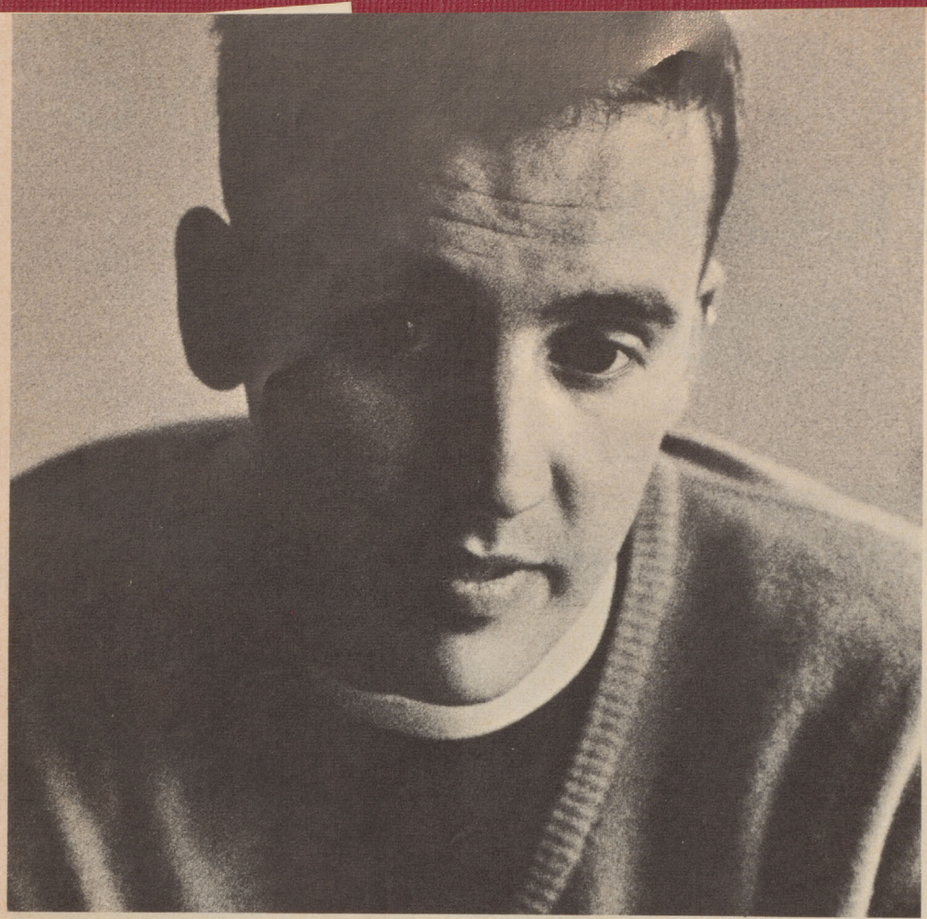
Below: Public relations girl Judy Tarlo pauses in front of the Ritz Hotel in London on her way to work (bottom left). Later, after a hectic day keeping up with the demands of show-biz, she relaxes in her suite at The White House in Regent's Park.







McGILL UNIVERSITY LIBRARY





Left: The Rev. Peter Marshall ponders a theological problem while writing a sermon, before joining his wife Nancy and son Paul for Sunday tea (below).

Swinging Martlets/continued

constituency ("a good solid middle-class area"), and works in the next district as well. "It's an experiment in group ministry and gives me some added responsibility."

"Life in London has opened up; it's definitely good. It's nice that London has taken over from Paris for a while . . . also that the talent of Swinging London is from the north for a change, the Beatles and so on; Australians too. But Swinging Londoners say, 'It's all us'; not true" (Liverpudlian cheers from Frazer).

"It isn't like the adolescent craze in America, crew cuts and shorts at 40. It's more mature in England. Rock and roll, for example, started with Bill Haley, who was middle-aged; then Elvis and that Canadian, what's his name, Paul Anka, and others cottoned on. The youth of London, Liverpool, Newcastle, created their own sound and it's been accepted by a far wider public."

Dissipation of youth? "No that's all phony." (18-month Paul is gnawing the sleeve of my leather jacket. Frazer and I think it's the most swinging thing we've come across.)" Youth is more aware of the challenges that will face it than ever before in history. It's the daughter that tells the mother about family planning now.

"The death-of-God theology is being reassessed and put in its proper perspective. Christians are just now beginning to realize what the challenges of the 20th century are — in science, at least, the arts are a long way off."

The Eastern kick: "Any questioning of life is religious, although people might not accept that, since religion has always been such a narrow word. Going to India or slogging it out over a microscope, it's just looking for truth in different terms."

"I doubt that we'll stay in England, we'll probably go back to Canada. The relatives are there. There's no real difference for the kids, though you do get a lot on the National Health, cheaper orange juice, cheaper drugs — that's not why we have children, though. But I came back here to train and I've always intended to go back.

Nancy: "If I were a visitor for the first time, I might find it exciting; but after three years it's just another city. More excitement than Toronto, though."

Peter: "There is a natural excitement to London, in it's history. It's been here a long time. Swinging London is an advertising gimmick . . . pop fashion, pop dress; when that goes, St. Paul's and the National Gallery will still be there."

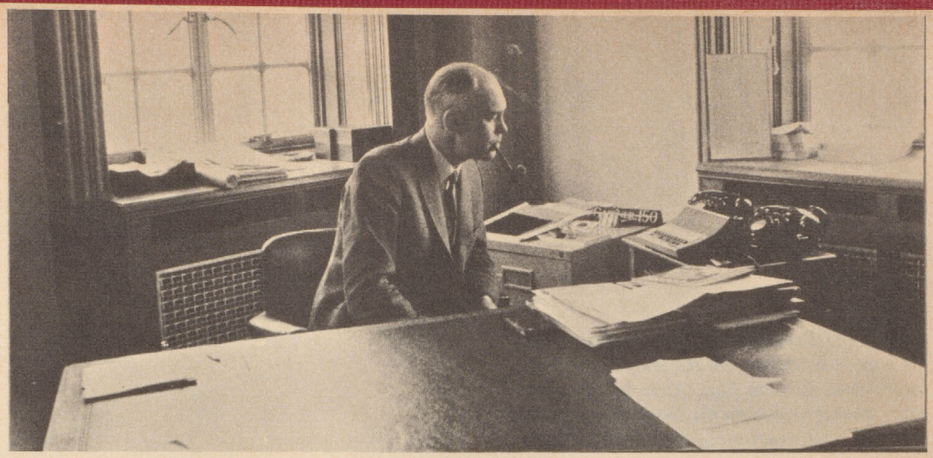
From the Executive Suite

We submitted John Gardner to Pentax and felt-pen in the West-end offices of Alcan U.K., of which he is managing director (we witnessed several minutes of hushed business on the intercom). We followed him then into Berkeley Square outside, and finally to lunch at the RNVR club in adjacent Hill Street. He is affable, soft-spoken, and youthful for an executive and father of four children under twenty. Both jobs no doubt keep him in sight of young, hip London but his perspective from a country home near Epsom, Surrey, and one generation removed, contrasts with that of young embroiled residents of the city.

He studied metallurgical engineering after wartime service in the Navy, and on graduation from McGill in 1949 went straight into Alcan, for which he has worked since, both in Canada and England. He has lived in London since 1961. The roots, he says, are strong: a father from Bristol, Newfoundland-born himself, he passed his war years and most of his working life here and likes it. "I've always had a lot of pleasure and excitement just being in London — the parks, the underground, the theatre, which I go to a lot. It has all the advantages of a big city with the charm of a smaller town."

"Part of my liking for it stems from the war years; there was an extraordinary atmosphere

Right: Aluminum executive John Gardner arranges a sale on the intercom in his fourth-floor office at Alcan House. Below, the former President of the McGill Society of Great Britain strolls through Berkeley Square.





here at the time." We are trying to cross through the continuous wheeling of traffic around Berkeley Square. "They've changed this; when Alcan moved here, there were no busses around. And none of those houses are private residences any more. The changes which have occurred since the war have been surprisingly good, though. New building hasn't really altered the look of the city.

"We live on the fringe of the residential belt. The pace is slower, it allows the children to ride. We also have a boat on the Solent, which we enjoy. The golfing is marvellous and compared to Canada, very cheap.

"I get to Canada two or three times a year, once usually for a holiday. It's very difficult for my wife, coming back to England after the convenience of living in Canada. We have a nice half-house here, a Georgian copy built around 1900, with a big garden; but with a large family, it's so much easier in Canada. Shopping is terrible, things like being able to buy sugar only in two-pound bags, not having the groceries carried to the car. Housing is cheaper but, oddly enough, the running of a house costs about the same.

Economically, politically? "I'm appalled by the general mess we're in. One gets the impression of great incompetence in the government at the moment; but it's not something a conservative government would necessarily fix. There has been a managerial revolution going on in the last few years, which I believe will bear fruit. The things accomplished here since the war, economically, are extraordinary. It's only the overseas spending that has overbalanced."

The waitress asks if I want an egg on my escalope, dear.

"I believe we will get into the common market. Politically, I think it would be good; economically, doubtful. It will certainly increase the affinity of the English towards Europe, which is already very strong. There's a tremendous intercourse with Europe now and politically it's a way back to being an influence in world affairs, as a third force."

The scene? "I find the peculiarities of dress quite exciting; interesting variety. In other cities like Manchester, one sees the same flamboyance, but in the country it's quite the reverse. Our boys are away at school, so there's not too much contact with it. There were conflicts over haircuts but otherwise no trouble. They are two years ahead of what I was at their age: very independent, off across the country to house parties, on trips to Europe. I think we will go back to Canada eventually. The older the children become, the more important it is for us as a family to go back. They have little Canadian experience. The state schooling system here is extremely good but we haven't used it, we've sent our children to be educated privately. I'm not sure that the public schools are a good preparation for the next twenty years. I'm a poor observer; I don't understand the social set-up; but in the public schools, I'd have hoped it would break down faster."

Drugs, sex? "Drugs are very worrying, especially as they're something I don't really understand. One can only rely on a satisfactory background and try to keep the children clear of the danger. The trouble is we tend to see it in the light of our own times and not theirs. There's a lot more talk about sex now, certainly more publicity given to it, but I don't really think it's freer. I suppose with the great concentration of youth in one place, it becomes more evident. If you took a cross-section of the young people who apply to us for work, there wouldn't be much difference from a few years back, except that they tend to be a lot more 'what's-in-it-for-me?', which isn't good.

"Swinging London? Well, if you mean bright clothes and active people in television studios, it exists, I suppose. But I don't think it's anything special."

Progress in Social Science

Dr. John Coleman is a lecturer in clinical psychology attached to London Hospital, where I first interviewed him amongst outpatients and orderlies. The hospital, an imposing sprawl of old buildings, sits in the middle of Whitechapel, E. 1, core of cockney London: semi-slum, dishevelled, colourless except for the stalls, fruit-barrows and people. A few days later we visited him in his home in North London, just south of Hampstead Heath. He and his Bulgarian-born French wife, Anne-Marie, have a modern flat in a low-rise building from which one sees towers and spires of central London smoggily in the distance.

John returned home to England in 1962 with a BA in psychology, spent a year of in-service training as an educational psychologist in a child guidance clinic, then two years getting his PhD in clinical psychology at London University. He instructed at Middlesex Hospital until six months ago, when he came to his present job, which had just been created.

"There are terrific opportunities opening up in London, which five years ago couldn't have been foreseen. Social science is expanding; there is a tremendous demand from university students for social science teaching. Even five years ago I said to myself, 'I'll have to go back to the States, it'll all dry up here.' Things are much wider now, especially in clinical psychology. This job is such an open one and as it's a new position, it's bound to expand. A lot of my time is spent planning new courses for doctors. It's always exciting to be in on a change of curriculum.

"There have been social changes but worldwide, not centred in London. I think people have changed but whether because of Swinging London or not, I don't know. There's no doubt

Below left: Psychologist John Coleman and his wife Anne-Marie on the roof terrace of their North London Flat. At right, Dr. Coleman, photographed in his living room which overlooks construction of new council flats.





Swinging Martlets/continued

that the city is more alive than five years ago. On the other hand it's a superficial change . . . well no, it's a change only in certain areas like entertainment. There is a tremendous influence from the States and European countries. Drugs have had a great effect. The availability of technology — computers, videotape in teaching — stems from the States. Drugs may be beneficial in the future; the technology is, most definitely.

"There have been enormous changes in political life. But what will happen to Harold Wilson in the next six months, no one knows. I don't think the socialist government has affected things in this area, Whitechapel, though; it hasn't helped the homeless or improved slums. Might as well have been a conservative government. In relation to my work, there have been tremendous cut-backs on university funds so that research has suffered. On the other hand my field has opened up, there is the introduction right now of much more psychology in medicine. But that is an internal thing. It's things like equipment that are affected by the cut-backs.

"London has changed for the better. There has been a terrific cut-back on building since 'Brown's Ban' on office-building construction; but the architectural changes are very good, compared to Paris — they're putting up such ugly buildings there. Near us they're putting up four seven-storey council flats which are very good-looking. They're still grappling with the traffic problem, though.

"It certainly isn't as good here economically: a lecturer's pay isn't as good as in the States. On the other hand it isn't as hard to live here as people think. There are other reasons why one lives in London anyway, having the entertainments at one's disposal, being able to visit one's friends . . . just being in London is good."

The View from Fringe Chelsea

Richard Graham is the most recently-arrived of the seven, although he is British and had acquired a BA at Durham University before leaving England to do an MA in transportation economics at McGill five years ago. Last year he did research in Nigeria for a PhD thesis on development of small-scale industry, and returned to London in the autumn.

With his wife Gisela (whom he met while writing a dissertation for his BA, in Germany) and four-year-old son Martin, he has just moved into a four-room basement flat in a large Victorian house in what they call Fringe Chelsea; it is as much Fringe Earls' Court (bedsittingroom home to thousands of Commonwealth young people, often referred to as Kangaroo Valley).

Richard is Economic Adviser to the Board of Trade on Civil Aviation. The offices in the tall, square Shell-Mex Building overlook the cultural complex between Charing Cross and Waterloo Bridges on the South Bank of the Thames.

"When I was in London before going to Nigeria, it looked pretty good. I started thinking, perhaps I should not be a brain-drainer. Then in February 1967, I was offered this job.

"It is important to live *in* London; this is about as far out of the city as we would like to go (Chelsea is very central). Living in a suburb would defeat the whole point of being in London. We feel the thing to do is make your own life satisfactory, both the marriage and the individual lives of both partners, for the children to be happy. We know Martin doesn't have all the advantages of an outer suburb; he has to put up with a certain amount of noise and pollution. But children are very adaptable and it's more important for him to have satisfied parents."

Gisela: "I thought at first we were being selfish moving in here, but I see now there are so many advantages to living right in the city."

Richard: "It's still only 5 minutes to Hyde Park on the tube, fifteen to Kew Gardens; very close to the Science Museum, when Martin's a bit older.

"We tend to question our way of life and London is a very open city. The fact that a man can walk in the street in turban or eastern dress without anyone taking any notice is symptomatic of the freedom.

"Everything here is up for grabs. Loss of Empire is a bit of a cliché but it has had a profound effect on the English. The important thing that's happening is the rethink that's going on, the sort of thing that affects your suburban youth-club type. There's one in my office and he realizes everything cannot be accepted at face value. Everything is being questioned, everything is open, from language on television to . . . the resurrection of Victoriana. It's not only faddy. Things aren't being thrown out for no reason. The enormous freedom of dress is a symptom of this."

Gisela: "The freedom in England is marvellous for young girls, they can try everything on; but when they get to a certain age, they have to conform."

Richard: "Oh, I don't agree. There are pressures to conform but also great possibilities of overcoming them. The pressures are much less than in America; few compared to Paris, which has now been supplanted as a centre.

"The civil service is remarkable. Over the last few years there has been a revolution and there is a great deal of scope for originality and individuality. People are being brought in on all levels and given their say. It isn't staid any longer. It hasn't happened yet, but the day my superior walks in wearing a roll-neck sweater, the lid will be off. Things like suede shoes have been creeping in, though.

"The drug problem is nothing compared to

Below: Framed in a wall mirror, Economist Richard Graham chats with his wife Gisela in their "Fringe Chelsea" flat. At top right, a portrait of a young civil servant. Below, Richard and Gisela share a light moment with their son Martin.







the States; it's just a minority in Chelsea. Sexual freedom is probably the bigger thing. Sexual values are being questioned and the young are not willing to accept the moral values of their parents: they realize that sexual compatibility is not the same as personal compatibility; if you get the sexual thing out of the way, you get on to the more valuable personal relationships.

"I think the same thing is going to happen in politics. I don't think objection to the Labour Party is important at the moment, although that's what's actually happening, but particularly objection to the government in power. There is a lack of trust of the people in power. On the political scene, every issue is so tremendously complicated, you end up choosing not the good administrators and rulers but the men you trust. That's the trouble with the leaders of the two major parties, neither can be trusted.

"I'm very open to going back to Canada."

The Stage and Screen Scene

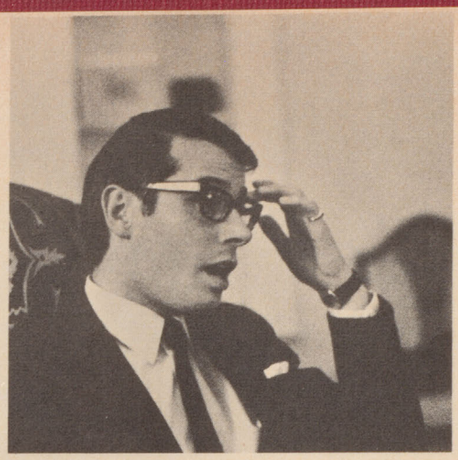
Chris Bryant and Allan Scott, known also as Chris Dobson and Allan Shiach, were caught between film-writing at Elstree Studios and separate dinner engagements at a South Kensington mansion in The Boltons, a quiet, verdant street which divides around a church and rejoins itself. On the top floor is Allan's sumptuous flat, which also contains their office.

Allan, now married (Kathy) with a son (Dominic), finished McGill in 1961 with a BA. Chris had received his MCL two years earlier and then worked for the Ministry of Justice in Ottawa, returning in 1960 to a teaching fellowship at McGill. Having become well-known in Montreal for their exploits in Red & White Revues and as a satirical revue duo, they went on to success in television and nightclubs in Canada, the U.S., and England. In 1963, Chris returned to Canada to work on the Royal Commission on Taxation Report which he edited but, he says, "the civil service didn't agree with me, or I didn't agree with the civil service." Allan continued in television.

Chris: "In the summer of 1964 we went to Australia for three months, on a television contract."

Allan: "We draw a curtain over our impressions of Australia."

Top: Allan Shiach, left, and Chris Dobson discuss plans for a new film script. Below, as the team of Bryant and Scott, they step out of Allan's house in The Boltons to keep an appointment.







Swinging Martlets/continued

Chris: "We came back through Canada, doing a few things on television . . ."

Allan: "We were on the initial programme of *This Hour has 7 Days*."

Chris: Neither one of us is that much of an extrovert, we're not really enamoured of the smell of the greasepaint and roar of the crowd. We decided to try film-writing. Neither one of us knew the first thing about writing a film, so we bought a book . . ."

Allan: "We have three movies being made this year. Next we're doing a film called *The Man Who had Power Over Women*, to be directed this summer by Silvio Narrizano, a Montrealer, in fact. He made *Georgy Girl*. We've made other films under pseudonyms . . . Italian epics, comedies, things that we don't want to attach our names to. They were a sort of training ground."

Chris: "It's good for a giggle, being flown into Rome for ten days . . ."

Allan: "We've also written for radio and television and we wrote a play which had a brief but glorious run at the Theatre Royal, Windsor; but we prefer films, there's more freedom."

The scene?

Allan: "There is, now in London, as never before, an awful lot of spending money. People are spending as the fancy takes them . . . discotheques, clothes . . ."

Chris: "London is a centre of arts. It has a lot to do with economics, for instance in film-making. A lot of people are attracted by the financial possibilities."

Allan: "The trappings don't get to us at all. As writers, we never get to meet other writers. We meet producers, because they read our scripts, and the occasional movie star, who gives us his opinion, which we listen to."

Chris: If you work for Esso, you associate with 500 other people who work for Esso. We associate with Bryant and Scott.

Allan: "I think 'Swinging London' is a lot of balls. London is like any other 20th century society, the young are flapping their wings in all directions, probably more than in America . . ."

Chris: "Certainly more than in America. They have too many other things to think about over there, like Vietnam and race riots."

Is there a dividing line between the generations?

Chris: "There is a significant watershed at about 35. Those over have always been primarily interested in security; to those under it seems much less important. They don't believe a depression can happen again."

Social change: just a generation taking over?

Chris: "It's certainly more than that . . ."

Allan: "Much more than that . . ."

Chris: "It's the first feeling of peace. The class barriers are coming down. Someone like Terry Stamp couldn't have happened twenty years ago. Now there's no such thing as social class; in fact it can be a hindrance."

Allan: "I disagree with you on that. You still get better service in a restaurant if you go in with a 'good' accent . . ."

Chris: "Yes, but the old loyalties are going."

Allan: "Britain's position in the world has gone through 180°, which no country in the world could do without very great social upheaval."

Chris: "After all, there was a very stable foundation before, socio-economically, now we're in limbo."

Will they stay?

Allan: "Yes. We are doing what we want and getting well paid for it. We both live several lives and are able to travel a lot."

Chris: "We go once a year to Switzerland to ski, and work quite a lot in the south of France. I'd say we were here about seven months out of twelve."

Allan: "We aren't tied to life here. But we are very suited to it."

And they drove off in Allan's Jaguar.□

Positions on the nature of the university

Interim Report of the Tri-Partite Commission suggests future directions for McGill.

Editor's Note: In April, after 16 meetings since its inception last November, the Tri-Partite Commission on the Nature of the University released an Interim Report consisting of 11 position papers prepared by its members. The Report was "intended as a first presentation of (the Commission's) views, to be followed by further volumes containing materials from briefs and other documents studied." A final Report is expected during the 1968-69 session.

The position papers covered three areas which the Commission deemed relevant to its task: "The University and Society" (Group 1), "The Evolving Curriculum" (Group 2), and "University Government" (Group 3). Members of the Commission's component groups — Senate, Faculty (through the McGill Association of University Teachers, MAUT), and Students — undertook to write papers in each of the three areas.

Although the 82-page Interim Report represents only a first step in its work, the Commission noted that "The direction of our future work will follow the lead of the position papers . . ." Reprinted below are excerpts from each of the papers, but copies of the complete Report are available on request from the Graduates' Society:

From the Introduction

The central issue is this: *how is the University to search for truth in our kind of society?* We are an institution within a society which has more or less definite ideas about the kind of role we should play — e.g. a training ground for its personnel. Therefore we must understand the ambiguities of our society . . . At such a time as this what does it mean to be an educated person? In its search for truth, can the university avoid a critique of social norms and institutions? Is it simply a matter of individual judgement? Indeed, can the university help but manifest a corporate attitude?

The University and Society

Anson C. McKim, Governor (Senate representative): . . . contemporary writers, who speak of our purpose in awakening the intellect and spiritual powers in an individual so that he can display resourcefulness, judgement and character, are to some extent paying lip service to an often repeated idea. Actual university practice seems to depart from this so often. Hutchins said we have tended to depart from training the intellect to empiricism and from empiricism to vocationalism . . .

. . . We might agree on the desirability of giving every student a starting liberal education, the three purposes of which, Perkins says, are: to know nature, society and ourselves; to acquire certain skills such as clear expression and a grasp of the scientific method and discipline; to embrace certain values such as intellectual honesty, tolerance, and the capacity for wise judgement.

This has been said a thousand times in various ways, and still the trend in universities seems away from these purposes.

Howard Roseborough, MAUT: I think that attention should be directed toward the development of an educational philosophy for McGill University as a whole, rather than allowing, as it appears at present, a laissez-faire policy to prevail in which individuals and departments can implement in their activities whatever educational positions they wish . . . My own bias is toward general educational philosophy at the undergraduate level . . .

. . . Attempts to implement a general-education philosophy at (the graduate) level, with presumably the goal of turning out scholar-teachers, have proved unsuccessful and have for the most part been abandoned. But an alternative philosophy does not seem to be present and so the goals of graduate education seem even more confused than the goals of undergraduate education . . .

Thirdly, the present diffuse structures of universities should be investigated with the purpose of determining the extent to which McGill has become both a university and an applied research enterprise.

Maxwell Cohen, Senate: In a sense, McGill has been a riddle of contradictions. On the one hand the international and national qualities and links and standards go back many years in the course of its development. On the other hand, until 1945 the dominant characteristic of the University, at the Arts and Science undergraduate level, was that of a semi-Ivy League college serving the middle and upper middle classes of English-speaking Montreal and Quebec . . .

. . . Among the McGill problems of the future is how to continue serving the needs of the English-language community of Montreal and Quebec while encouraging more intimate student and staff relations with French-language Quebec; encouraging as well, perhaps, a larger volume of French-language enrolments; while at the same time maintaining the national and international composition of students, of staff, and perhaps most important of all the trans-national standards and point of view of the University as a whole.

Robert Robinson, Student: It has been said that the university community consists exclusively of scholars, and seekers after truth and knowledge who have certain rights and obligations only in regard to one another. Does it not seem that this is too limited a view? It evades the service function of the institution, and it is surely an impractical attitude to take when approaching the government for funds. We must be careful not to lose our freedoms by ceding control to the government in return for money, however. We must be careful even of acknowledging the amount of government control that now exists.

The academy must resist government's desire that the school produce good citizens. It must maintain the freedom to produce good *men*, for the demands of authority are not necessarily the same as the requirements of justice. This is equivalent to saying that the university must reject conformity, lest in accepting it they destroy their *raison d'être*.

Robert Vogel, MAUT: . . . each Institution has a kind of dual function, one of performing the functions to which it is currently committed and the other of planning for the future and thus of changing its internal image, in the process of which society as a whole may be altered . . .

The practical effect of this duality seems to me to require a great deal of flexibility in the relationship between governments and universities, since each must protect its administrative integrity and its political independence. The government, for instance, should be in a position to adjust the problem of fee structure within the universities according to its own social policies and, equally, the Department of Education should be in a position to implement certain long-range educational programmes, e.g. CEGEP, without too much fear that a change in the majority in the legislature will upset the whole planning mechanism. Equally, the universities should be in a position to develop programmes and educational policies without being placed 'in opposition' to the Department of Education or the government

Tri-Partite Interim Report | continued

by the rigidity of the relationship between universities and governments.

The Evolving Curriculum

Jeff Marvin, Student: Gentlemen, we are in a bind. One that would necessitate much careful thought and scrutiny, but one that would be much easier to forget. I am talking about the learning mechanism.

The curriculum of the university in our technological society has as its chief purpose "to facilitate the production of personnel" necessary to it . . . material must be given to and swallowed by the student to enable him to succeed in his chosen field, i.e. to fit into the machine in a frictionless manner.

. . . Let us look briefly at the (lecture) system and see what it does to the student.

In a word, nothing. Absolutely nothing. It does not stimulate his mind to truly analyse the material. He does not have a chance. He's too busy writing. Many students have been so conditioned that they don't even want to be stimulated . . .

The student in this educational module has not got a chance. The system — and the odds — are working against him. The rigid lecture hall situation minimises feedback, crushes analysis of material, demoralises the student into a memorising and regurgitating robot, and — in short — pacifies him.

B. W. Boville, MAUT: This university's fame rests on its Honours, Professional and Graduate programmes. There are, however, two undergraduate degree systems — the honours and general degree . . .

Although the general degree programme, at its best, does produce some fine graduates, it is often treated as a second class system by students and staff alike. Unfortunately, at McGill, the general degree students form the vast majority; a system that tends to ignore 75-80% of its population can hardly be tolerated. Even the lauded Honours system is not above criticism. Its extremely narrow viewpoint may turn out something less than an 'educated' man, and its Calvinistic approach to work load may leave little time for original thought . . .

The lecture fills a vital function as part of the learning process and much can be done to enliven that function through audio-visual and other techniques. These latter should be available in a number of medium size, as well as in large lecture areas. A real challenge faces the department of higher education in the lecture area. However, no amount of development can justify the current dominance of lectures.

F. C. MacIntosh, Senate: I take the gloomy view if 'curriculum' is to be equated to 'undergraduate degree programme', the possibilities for swift reform are pretty limited in the context of present-day Canadian society. The real hope is to scrap the degrees, which in turn will allow us to scrap the curricula as we have them, and make a fresh start at building something better: something more flexible in time and place, better adapted to the individual's abilities and needs, leading to an ampler description of the individual's achievements and capabilities than a suffix he can attach to his name. But we can't do this now: not on a large scale anyway. The deck is stacked against us. A real reform would need money we haven't got, teachers we haven't got, an industrial market we haven't got; also attitudes on the part of all concerned — governments, employers, administrators, teachers, students and parents — that we haven't got either.

For McGill's registration of 13,000 undergraduates, the adoption of a small-group teaching programme to replace the lecture system would cost a total of $70,000,000 a year, or about double the present budget (including research funds). Applying the same system to the province as a whole, with 100,000 potential undergraduates, would cost $540,000,000 a year, or about $350 - $400 more per year than now in taxes for the average family . . .

University Government

Richard W. Burkart, Student: In academics, the student is demanding serious evaluation and change . . . The next few years will witness extensive Students' Society support for course guides and counter courses. The McGill student wants to participate in bold educational experiments . . . He is asking for a much greater freedom in choosing the courses *he* wants to take. He also wants to work more closely with his professors at the faculty and departmental levels.

In non-academic matters (student finances, residences, athletics, medical and mental health services, etc.) the present structure does not lend itself to the best possible student involvement in these vital areas . . . On most other campuses in North America, non-academics are organized under one administrator . . . This man would report directly to the Principal and he would maintain close contact with the executive officers of the Students' Society . . .

There are also several problems internal to the Students' Society . . . the long-run financial stability of the McGill Students' Society as we now know it is in jeopardy . . .

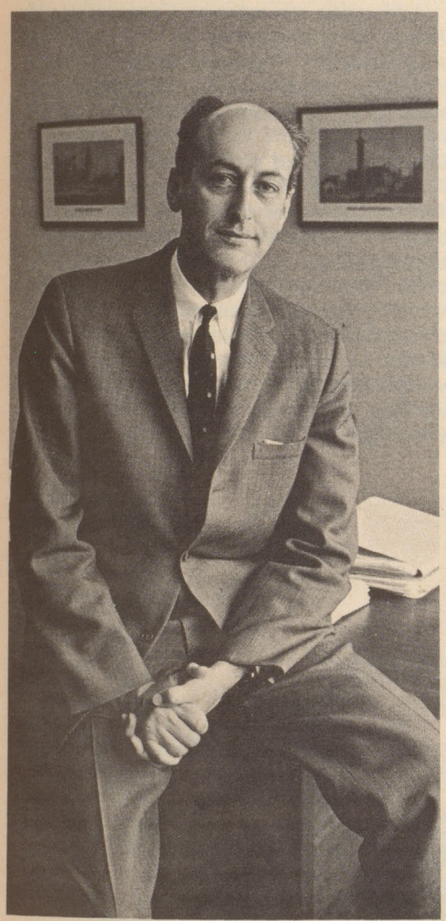
David Ticoll, Student: The major thesis of this paper is that procedures, structures and attitudes must be significantly, perhaps fundamentally altered, so as to allow the members of the University to make decisions and allocate priorities as they see them. This paper is further based on the assumption that the University has gone wrong in its orientation to the social order, that the concept of excellence has been converted into an ideology of valuelessness, that, in short, the University, in assuming that knowledge is virtue, has forgotten the lessons of Plato's myth of the cave. Instead of serving its society, the University has become a service station for society.

If the University is to function as if it were truly self-governing it must recognize that democracy is not best served by fear of exposure. Furthermore, the very concept of closed decision-making is antithetical to the concept of scholarship.

But perhaps the difficulty with this concept lies in the fact that the Administration does not know why the rest of the University wants to democratize itself, or if it does, its reasons are not the noblest.

J. C. McLelland, MAUT: I submit that the university has failed to determine itself as a place of liberty. For that is its proper nature; to be an open society, whose climate of learning through free discussion, the play of ideas and of shared wisdom creates conditions for self-determination. Instead of this model of university community however, we are burdened with something very different. Symptomatic are the power politics of our constituent groups: faculty association and student society act as agencies of collective bargaining before an autocratic employer. Suspicious postures and closed minds are characteristic of the world of business, industry and party politics.□

Fund reports record year



Lawrence G. McDougall, Q.C., newly-appointed Chairman of the Alma Mater Fund for 1968-69.

Each May, as the University heads into the final stretch in the last few weeks of its fiscal year, the atmosphere at the Alma Mater Fund offices begins to feel more like a bookie joint than a respectable fund-raising organization. Fund workers are constantly on the telephones, prodding Faculty Chairmen and Class Agents in a last furious drive to pry loose a few more dollars from graduates' pockets.

This year, the run for the money was again successful, despite a decrease in the number of contributions. When the books closed on May 31, the Fund had collected a record $828,152, including the $100,000 Challenge Gift which was than matched by $131,902 in "new money" or increased donations over last year. Without the Challenge Gift, however, the total collected represented an increase of slightly over $2,000 over last year's total of $726,057.

In a year that could not be described as an easy one, Class Agents worked harder than ever before. "Outstanding results," reports Fund Director Betty McNab, "were achieved by the Engineering '47 under an enthusiastic committee headed by John C. F. MacLeod. They gave $6,043 for their 20th Reunion gift, more than double the amount given the previous year. The School of Social Work graduates came through handsomely, too: to commemorate their 50th anniversary a special gifts committee, under the chairmanship of Mrs. Roslyn Sedlezky, set up a Class Agent organization to collect $50,000 over five years. By raising $10,135, the committee surpassed its goal for its first year of operation."

The Regional Committees, says the Fund Director, made a significant contribution to the AMF effort. "The value of their efforts cannot be over-emphasized," she declares. "They are the ones who call on their fellow graduates after the Class Agents have written their letters, and other follow-up mailings have been sent. Their work, including the telephone canvass in Montreal, brought in a total of $26,000 and 1,304 donors."

Although Fund totals were up over the previous year, there is concern over the decrease in the number of contributions which were down by some 900 with an attendant drop in the percentage of participation (40.0% in 1967-68 vs. 43.8% in 1966-67). The decrease, says Betty McNab, "was unquestionably due in part — perhaps in large part — to the effect on some graduates of the disturbances on campus. While we gained 3,130 new donors, we 'lost' 3,943 graduates who had given previously."

Concern over the drop in participation was also expressed by the newly-appointed Chairman of the Alma Mater Fund, Lawrence G. McDougall, Q.C., BA '39, BCL '42. In a recent interview, McDougall said that graduates must become more vocal and active in the affairs of the University. "It's easy," he said, "to interest older graduates in football games and things of that sort. But young people are more interested in universities, not necessarily McGill. My principal interest in my job as Fund Chairman is to increase the participation to, say, 50% and to get more people actively involved."

The new chairman brings to his task a solid background in fund-raising which goes back over ten years. From 1958-62 he was Class Agent for Law '42, Deputy Fund Chairman for Law (1962), Faculty Fund Chairman for Law (1963-67), and finally Chairman of the Class Agent Division for 1967-68. In addition, he was a member of the highly successful Law Building Fund Committee. Commenting on his work for the latter project and on the changing patterns in fund-raising, McDougall said: "The Law Building Fund was a good example of money being raised for a *specific* project. While unrestricted funds are very important to McGill, perhaps graduates should be given more opportunities to contribute to specific faculties."

As this issue went to press faculty totals were unavailable, but the Regional Report showed that, in terms of percentages, at least eleven regions had exceeded their dollar quotas, including such far away places as Belgium and Saudi Arabia. The most astounding total, however, came in from graduates along the New York-Ontario border: out of 47 graduates in this Region, 23 contributed $5,690 — a whopping 375% over-subscription on their quota.

A more complete breakdown of Alma Mater Fund statistics will be included in the Annual Report of the McGill Fund Council which will appear in the September issue. □

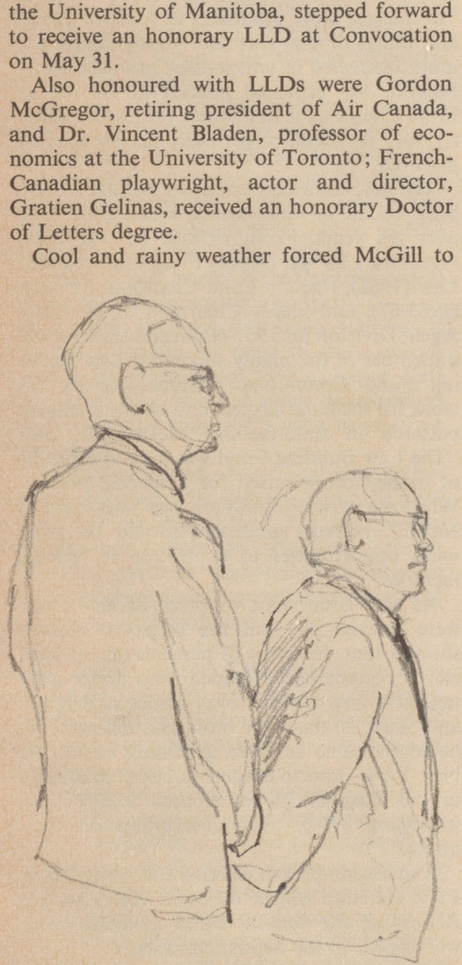
Convocation sketches

"Mr. Chancellor, here comes the Judge!" boomed the voice of Law Dean Maxwell Cohen over the loudspeakers in the Sir Arthur Currie Memorial Gymnasium. With that, a delighted crowd of 3,000 graduates and parents burst into laughter and applause as the Hon. Mr. Justice Samuel Freedman, Chancellor of the University of Manitoba, stepped forward to receive an honorary LLD at Convocation on May 31.

Also honoured with LLDs were Gordon McGregor, retiring president of Air Canada, and Dr. Vincent Bladen, professor of economics at the University of Toronto; French-Canadian playwright, actor and director, Gratien Gelinas, received an honorary Doctor of Letters degree.

Cool and rainy weather forced McGill to split Convocation into separate morning and afternoon ceremonies in the Gym; the Montreal Forum — normally the alternate location in case of bad weather — was undergoing extensive renovations at the time. Unfortunately, the Gym proved to be less than an ideal location: lack of adequate seating, hot and humid conditions, and a cranky sound system in the morning, contributed to making the ceremonies uncomfortable. Movement was so restricted in fact, that the candidates were unable to walk to the platform to receive their degrees and only stood when their names were called. Nonetheless, some 2,420 students received their degrees and diplomas, making it the largest class ever to graduate from the University. Over 100 received gold medals and other prizes.

Addressing the morning Convocation, Mr. Justice Freedman spoke on three aspects of what he called "the legacy of the University: the gift of communication, the ability to preserve one's individuality, and an insistence upon standards." In a speech which was liberally sprinkled with quotations from John Masefield, the Bible, Wordsworth and Mr. Justice Holmes, he said it was "a magnificent thing to encounter great ideas expressed in trenchant language. I would like to think," he said, "that from the gift of communication would come an enhancement of the art of conversation. But," he warned, "there is always the danger in this age of speed and standardization, of radio and television, that we may become too busy or too indolent to converse."





On these pages, in drawings specially commissioned by the Graduates' Society, architecture student Allen Wiseman has captured some of the faces and moods of Convocation 1968.



On preserving individuality, Mr. Justice Freedman said: "I think that civilization owes a great deal to the bold spirits who dared to take the dissenting point of view, who had the courage to express an opinion which ran counter to the prevailing thinking." But he noted certain dangers to be avoided, exemplified by "a spurious or negativistic attitude which finds comfort in mere protest, in mere revenge." Another danger he described as "a nor-conforming conformity . . . which results from a deliberate rejection of normal conventional life, and an allegiance in its place to something which is not very palatable, not very distinguished — as in recent months the world of hippiedom furnished a striking example."

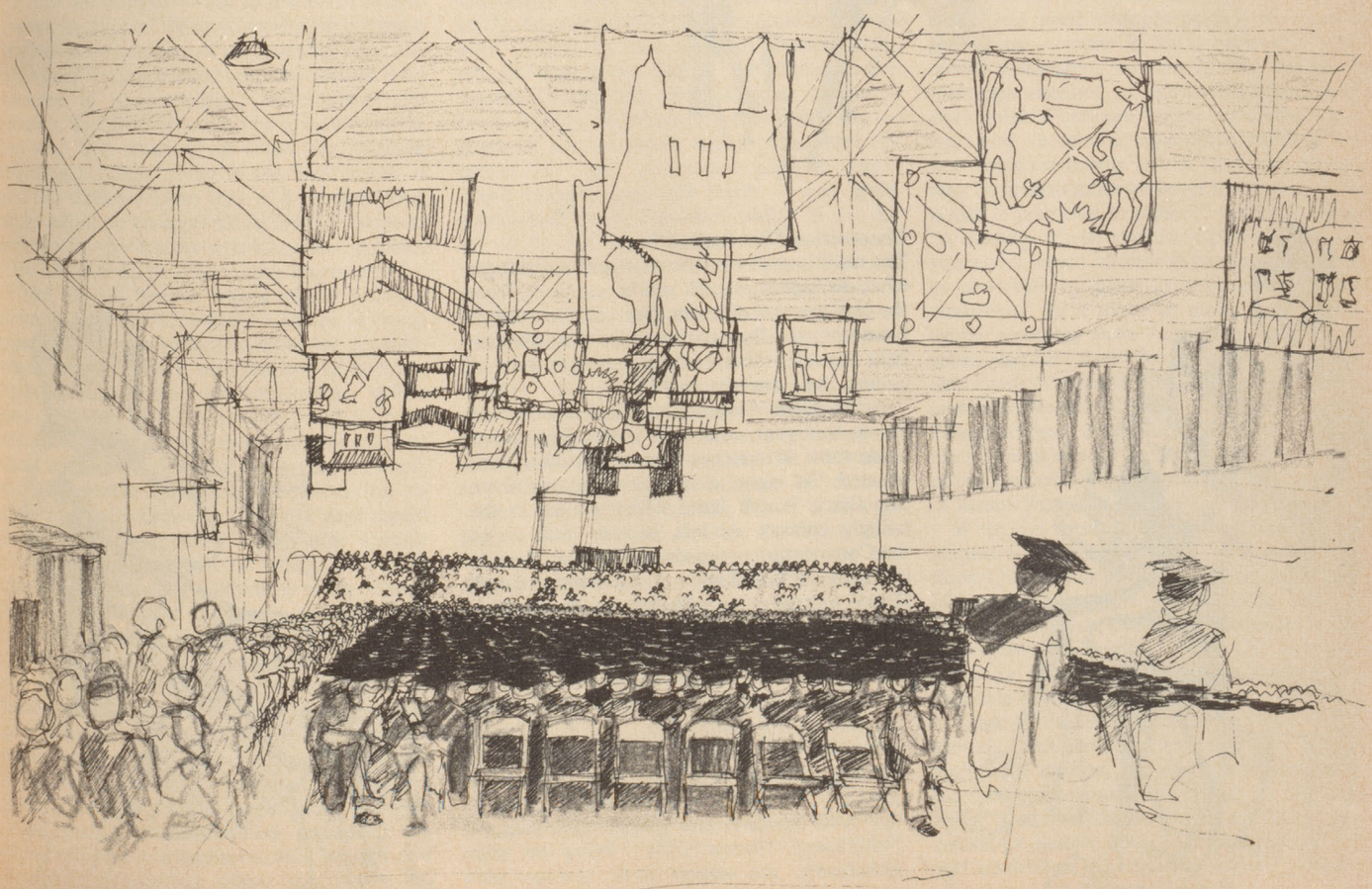
He went on to say that the maintenance of austere standards, "is not an easy thing. In this materialistic age," he said, "there is a danger of confusing size with value, of equating grandeur with worth — and that is only one step away from another kind of mischief, the willingness to be content with the shoddy, the second-rate. I dare hope," he concluded, "that the graduates this day will always refuse to worship the great god Mammon in place of sweetness and light."

Sweetness and light were not evident, however, in the remarks of Dean H. D. Woods of Arts and Science, when he addressed the afternoon gathering. "This has been a century of violence unsurpassed . . . since the One Hundred Years War," he told the graduating class. "We are caught up in a world-wide revolution which has no consistent revolutionary philosophy or goals.

"My generation has failed to solve the great issues of famine amid plenty, of economic growth and stagnation, of the population explosion, of social and political stability, of war and peace," he said. "Is yours really any better equipped to cope than was mine?"

Citing student demonstrations at Columbia, Berkeley, Paris and McGill as illustrations "where dialogue is rejected and replaced by force," Dean Woods said: "The great challenge your generation faces is how you are going to guarantee the religiously-inspired concepts of the free individual in a social circumstance which invites mass collectivist action and the resort to force."

Concluded the Dean: "Confronted by (this) great challenge, I hope you have the strength, training, wisdom and courage to meet it."







Convocation Sketches/continued

The traditions of Convocation seldom change; what distinguishes each year's ceremony from the last are the different faces at the various functions: the Baccalaureate Service, the twilight concert, the formal ceremonies and, of course, the Convocation Ball.

Artist Allen Wiseman attended most of the events this year, and over a two-day period made some 40 sketches from which these were selected. At right, a trombone player from The Black Watch Band which played at the twilight concert. At left, parents look on as the Convocation proceeds in the Gym. Above, in a semi-darkened room at the Mount Royal Hotel, waiters enter with flaming desserts for the guests at the Ball.□



Toward a more informed community

Major Senate committee report recommends opening up McGill's internal and external channels of communication.

by Brian M. Smith

Every week, more than 200 press clippings on McGill, student power, national and provincial financial policies, and university government problems across the country arrive at McGill's Information Office from Canadian daily newspapers. And every week someone, somewhere in the University, cranks out another magazine, scholarly publication, newsletter or monograph. Yet despite this plethora of news and information about McGill and its activities, much of the University community remains uninformed about the real issues and important policies which are being discussed and acted upon by the Administration, faculty, and even the students.

At a time when the University is desperately trying to promote dialogue between its members, communication channels — within and without the campus — are in a state of constipation. In the McGill multiversity (in common with most universities of comparable size), the price paid for inadequate communication is an increase in impersonality, factionalism and tension. The frustration felt by a faculty member who first reads of an important decision affecting his department in the daily press, is not too different from that of a student who, when asked on an application form to name as referees two professors who knew her, replied: "But there *is* no professor who knows me."

The McGill Senate, aware of the growing concern with the University's image in many quarters, set up a sixteen-man *ad hoc* committee in February, 1967, with the task of studying "the communication of information within and on behalf of the University, and to make recommendations for the improvement of these communications." After a year of work, the Committee on the Communication of Information brought in a forty-five page report in April which outlined twenty-nine specific recommendations, most of which dealt with internal problems. The keystone of the report, however, which the committee considered "a first step towards establishing a climate of confidence and trust throughout the University community", was a recommendation on basic policy which completely reverses "the past tendency to regard that which is not explicitly made public as confidential." Mindful of the problems of implementing such a policy, the committee nonetheless strongly urged that "All information regarding the University and its activities should be regarded as public information unless specifically decided otherwise." From there, the report went on to make recommendations which are likely to affect all sectors of the McGill community.

The Internal Labyrinth

"At the beginning," says Donald R. McRobie, BCom '34, one of two Graduates' Society representatives on the committee, "it became apparent that we were in a labyrinth, without any real identification from one person or department to another. No one knew what the channels of communication were: a letter, booklet or a shout down the hall. First, we had to see what we had, and then sort it out."

Sorting out the internal problems proved to be no small task. The committee did not consider certain aspects of communication such as teaching, radio and TV broadcasting, and the University Press because these areas are already the concern of special committees. However, it described two kinds of internal information: that which fulfills "an administrative necessity" and that which satisfies "a democratic right." Administrative information — students' need to know which courses are required of them, professors' need to know which courses they will teach — was given short shrift since, the report said, "it can be solved by the establishment of an adequate bureaucratic structure." Nonetheless, it found many instances of the failure of this kind of information and recommended that administrative communication channels and procedures be improved so that up-to-date staff and student directories and handbooks, more detailed course descriptions, adequate telephone directories, and the strengthening of communication links between the Montreal and Macdonald campuses, can be accomplished more efficiently. The report even suggested that student services including aid, counselling and placement services, be coordinated by a joint student-staff committee under the Dean of Students, instead of being scattered all over the campus as they are now.

The heart of the internal problem, however, lies in the dissemination of the "democratic type" of information which, the report felt, is "essential if . . . individuals are to feel an effective part of the university." Noting the primacy of the deliberations of Senate and the Board of Governors as causes of concern, it stated that faculty and students have the right to know "with utmost expedition" what matters these bodies are considering and what actions and decisions have been taken. To this end, it made a number of recommendations which, if adopted, would have the effect of opening up the councils of the University and making them more "accessible" to the McGill community at large. Among these were suggestions that Senate encourage regular departmental meetings, increased student representation and participation on Senate (and its committees), faculties and departments, at least one meeting per year of Senate and the Board of Governors to be held at Macdonald College, and that assistant professors should become full members of their faculties. Because many of these recommendations are already being discussed by committees on university government and by the Students' Councils on both campuses, Senate referred them to the appropriate bodies for comment.

The theory of "open meetings" — an idea which has been strongly pushed by campus politicians — came in for considerable committee discussion, because of the variety of meanings attached to this phrase. The report distinguished between "open committee meeting" and "accessible committee meeting" by describing the former as one "at which anyone may be present as an observer without advance notice of intention to attend;" the latter meant "a meeting whose agenda is published in advance and which interested parties may attend as observers by prior arrangement with the chairman." In a move to make Senate committee meetings more "accessible" the report recommended that "committee reports be deposited, for public access, in the Redpath and Macdonald College Libraries, before debate on them takes place," and that committee meetings should be accessible to members of the University community. Further, minutes of Senate would be available in the libraries.

With this assault on its bastion, Senate hedged a bit in considering the recommendations. Qualified approval was given to the idea of Senate minutes on public display, with the proviso that "supporting documents should accompany the minutes", and that their distribution should include other libraries and elements of the University. Senate also added a clause to the recommendation which would exclude "any item" by majority vote. As for committee reports, Senate took no action on the recommendation, but moved to affirm its belief "that its deliberations should become increasingly open to the University community," and established a committee to study the implications of this move in detail.

The Newspaper and Gazette

One major item recommended by the report which has caused some anxiety is the proposal for a McGill *Gazette* which, it was stated, was "the best solution that the committee has discovered to the general problem of dissemination of some types of information." Modelled along the lines of the *Cambridge University Reporter*, the *Gazette* would be "an official publication . . . which would list all items . . . relevant to the doings of the University." Available to all — the general public included — the weekly publication would include notices of professorial appointments and promotions, administrative policy decisions, coming events on the campus and other items now covered in the existing Staff *Bulletin* and *Coming Events*. The most significant items, however, would be notices of Senate and Board meetings, topics under discussion, summaries of reports prepared by their committees and details of decisions taken.

Two of the three student representatives on the committee suggested that a newspaper be published in addition to the *Gazette*, to provide an outlet for the expression of opinion by faculty members. While the committee was not too enthusiastic about the idea, it did observe that "the *Daily* in its present form is unsuited" as a faculty forum, and that faculty contributions to it had diminished markedly in the last five years.

Several problems, however, have arisen with the newspaper. Although Senate did not officially adopt the recommendation, pending the formation of a standing committee on communication, senior administrative officials are pushing strongly for a newspaper in the next academic session. A budget of $88,700 has been allocated, and the Information Office has been charged with producing at least one "dummy" issue sometime in July. But the paper has no editor as yet, and no editorial policy. Since it is planned to appear weekly during the session (and incorporate the *Gazette* as a supplement), it will require a skilled team of writers, photographers and layout people working full-time to produce it — a job which the Information Office staff is not equipped to handle at the moment.

The biggest headache for the editor, when he is appointed, will likely be determining the paper's editorial policy. Says Information Officer Harry Thomas: "We feel that if the newspaper is going to be successful, it will have to be more than a staff bulletin. It's going to have to compete with the *Daily* and other journals. Senate talks about a 'completely objective' newspaper; our feeling is that this is quite unrealistic. You can't avoid a certain bias."

The *Daily*, no doubt, would like nothing better than to have another paper in opposition to it, especially if that paper is set up solely to represent the views of faculty and administration. But this concept of the newspaper bothers committee chairman Prof. T. H. Barton. "I would hate to see," he says, "a publication set up which, from the word 'go', is representing staff opinion. What I feel will happen then is you just won't get staff opinion." Committee member Dr. K. L. S. Gunn agrees: "I was pushing heavily for the *Gazette*, and have been for a couple of years. But I think the newspaper idea needs more thought."

The External Image

The need for a first-class system of public relations was brought out strongly by the Committee on the Communication of Information. "McGill," it said, "has maintained an academic aloofness," resulting in no genuine public awareness of the University's problems as they relate to the surrounding community. Under such circumstances, it is inevitable that a University of McGill's reputation should suffer a barrage of criticism, for which a proper response is necessary. "Excessive sensitivity would be bad," the committee said, "but the situation of the past few years when we have been consistently unprepared and inadequately equipped to respond is even worse."

The observations were intended to point out the weaknesses in the University's public relations programme, a function of the Information Office. This organization, formed almost five years ago, has shown a remarkable growth: from a staff of two in 1964, it has grown to seven full-time people, including two information officers (French and English), a writer and clerical staff, plus a designer and a photographer working part-time. Under the direction of Albert A. Tunis, BA '48, the office has maintained good working relations with both English and French media on a day-to-day basis. But its work has been hampered by the fact that, up until recently, the director has not been privy to top administrative and academic deliberations and decisions.

Much of what the committee had to say about external communications reflected the desire to up-grade the position of the director of the Information Office, and place him in a position of confidence with respect to Senate and the Board of Governors. In an effort to improve the quality of printed material which goes outside the University, it was also recommended that the Information Office be encouraged to develop an advisory service in publicity, information and publications for use by faculties and departments. Cost studies are now underway on this project which will go a long way toward establishing McGill's graphic image in the world outside. In addition, the office itself has made a number of recommendations toward what it calls a "sound public relations" programme for the next five years, and the University has retained Duff Abbott & Associates, a public relations firm, to make an independent survey of McGill's image throughout Canada. Duff Abbott's recommendations should be forthcoming around the end of the year.

The Future

With the acceptance of its committee's report on information — and the speedy adoption of many of its recommendations — Senate has begun to establish a new pattern for McGill. A Standing Committee (under the chairmanship of Vice-Principal Robert Shaw) has been formed to review continuously communication needs and problems, and to advise the Information Office. The committee will include two members of the Graduates' Society (as yet unnamed), and three representatives of the Students' Society.

What role will the graduates be able to play? "This is not a problem that's going to be solved next week," says Donald McRobie. "The first thing we need is a good pipeline into the University — a good reliable source. At the moment I don't know who that is.

"I would say that the Graduates' Society has to reflect all points of view at the University. In my age group there is probably quite a gap between what I think and what recent graduates think. But the Society has to reflect all those things . . ."

What seems likely in the era of more open discussion now emerging at McGill, is that better informed faculty, students — and graduates — will be able to play a more active and vocal role in University affairs. □

Students for an equitable university

New student brief on university government stresses fair share of legislative power

The latest stage in the University's discussion of its form of government was reached when the Summer Committee of the Students' Council adopted a Statement of Position on University Government. In practice it requires approval by the full Council in the autumn and this might not be forthcoming.

The Statement has had a checkered career. In response to a request from Senate late in 1967, the Students' Council appointed four of its members to draft observations on the Report of the Joint Governors-Senate Committee. This group comprised Richard Burkart (then External Vice-President and subsequently unsuccessful candidate for the presidency), Peter Foster (then an Arts and Science representative and now Internal Vice-President 1968-69), Robert Hajaly (then an Engineering member of Council and since elected Students' President), and Harvey Schachter (Commerce representative on Council who graduated this spring). It seems that Burkart never participated in the drafting procedure, and Schachter dissented on the selection of Governors (*see box*). On June 3rd the Summer Committee adopted the Foster-Hajaly draft without Schachter's reservations.

A key phrase of their introduction reads: "What is at stake is whether or not there shall be an *equitable* (not necessarily equal) *sharing of legislative power*" — among "the sectors of the University". They argue "that the present structure of the University encourages and reinforces the corporatist attitude, while a thoroughly open and democratic community would effectively destroy it". ("Corporatist" is defined as pushing for a group's own narrow self-interest rather than for the good of the whole University.) The "different interests, values and personal and educational goals" of students must be effectively heard in the councils of McGill to avoid conflicts with the administration.

These views are developed in considering the composition of Senate and the Board of Governors, but the other aspect of the students' proposals for "democratization" is a completely public system of government — all meetings of Senate and Governors to be open except after specific public justification of any closed meeting; "detailed budgets", University submissions to government and "other important documentation" to be made public automatically. "The very concept of closed decision-making is antithetical to the concept of scholarship".

The Schachter Dissent

"The recommendation concerning the composition of the Board of Governors is, at best, insane. . . the idea is to give various interest groups power to control our University. For what reason? For what purpose?

"Supporters of the doctrine of a 'representative' Board will disguise the real nature of their aims. . . But their aim is to deceive and they can never cease the rhetoric and actually explain why McGill is different and why their socialist aims should be followed. They cannot explain what right I have to claim decision-making authority in any organization with whom I deal.

"A university sells a product — an education. . . If the education is inferior, the product will not be purchased. . . There is no need for McGill to blackmail the government by allowing them representation on our Board. . . through the Superior Council of Education.

"The proposal. . . makes no consideration of the qualifications of the members of the Board. The members need not be qualified — they just must be representative. That may be the democratic way. . . but I doubt that they could delude us into believing that it is the sensible and effective way of operating a university.

"My recommendation is to allow the Board. . . to choose competent people, as it sees fit, to run the University. . ."

McGill's most obvious failing has certainly been in communications (see page 19). However, the students' case is for wholly-open proceedings and information, backed up by substantial recasting of "legislative" structures, not merely to implement a two-way intra-communication policy but to give students their "fair share" of legislative power. Whether there should or could be such an institution is arguable on a number of counts, but it is at least evident that the University is about to move a long way towards these objectives.

What will the University make of the three major views on the composition of the Senate and Board of Governors? The Joint Governors-Senate Committee suggested a Senate of 48 members (vs. the present 35). The appointment of a new Vice-Principal and a new Dean make these figures out of date but, taking them unchanged, the 48 included 19 elected members, of whom 3 would be students. The McGill Association of University Teachers (MAUT) in its brief to that committee proposed a Senate of 51 of whom 26 would be elected, 3 being students. The students want a Senate of 52 of whom 30 would be elected, 8 being students.

As to the Board of Governors, the Joint Committee's recommendations were for 36 members including 5 elected by the Graduates' Society, 5 elected by Senate and 24 appointed by the Board itself on proposals from a Nominating Committee submitted to "reflect the diversity of the McGill Community and the diversity of the larger Community that McGill serves". The MAUT does not pay much attention to the composition of the Board of Governors and indeed makes proposals which would effectively deprive it of most of its authority or power. The only reference to size is to propose only 3 members of Senate on the Board of Governors. MAUT also proposes that the Board's Nominating Committee should solicit suggestions from "the Superior Council of Education, the Mayor of Montreal, McGill Senate, the Federation of Staff Associations of Quebec University, the National Research Council" and the two "national" trade union groups. However, the students plump for a Board of Governors of 32 including 3 Graduate Governors, 12 members elected by Senate including ex-officio the presidents of the Students' Society and MAUT, together with 15 others to be selected by specific organizations. The bodies authorized to *name* Governors would comprise the Superior Council of Education (3), Federation of Staff Associations of Quebec Universities (2), National Research Council (2), Montreal Chamber of Commerce (2), "Professional Societies" (2), the two "national" student bodies (one each) and the two "national" trade union bodies (also one each).

The definitions of the ex-officio members, the methods of election and other esoteric problems are resolved differently in the three sets of recommendations, and it will be a delicate task to balance the many divergent suggestions. However, all invited briefs are now published and the Board of Governors seems likely to adopt new Statutes governing the principal University structures before the next academic year begins in September.□

Society activities

by Andrew Allen

The dissatisfaction expressed by many graduates at the discussion on the new College (CEGEP) system which was reported in the last issue of the *News*, led Society President William Eakin to write to the Minister of Education pointing out the unsatisfactory state of public knowledge and, apparently, of government policy itself. The Minister's response stressed the need to complete detailed studies and also drew attention to "les contraintes budgétaires." On June 12, the President replied as follows:

"I appreciate the considerations which you explain. I think that I must, however, reiterate that our 42,000 members, having seen the work and the Report of the Royal Commission of Enquiry on Education, and having seen the debates leading to the passage of legislation, do not understand why further extensive consideration is necessary, even though they may realize the limitations placed upon development by the financial situation. It remains true that operational grants to public Colleges for 1968 to 1969 are budgeted to cost the Province $30,000,000 in addition to capital grants of $8,300,000. None of this money is apparently to be used among English-speaking groups of the population, despite your officials' insistence that a College programme will be in force by the autumn of 1969 at the latest.

"Even when the need for further exploration of methods, etc., is accepted, and even when the delays imposed by financial stringencies are acknowledged, the parents of teenage children and the children themselves find the government's silence quite inexplicable, wholly bewildering and very discouraging. The children who normally would be expecting to enter university in the autumn of 1969 might *possibly* be going to a College instead, but the possibility becomes more and more remote each day, and the government's silence becomes more distressing. It was particularly for such children of McGill graduates within this group, but also for the rest of the English-speaking community in Quebec, that I suggested that a public statement from you in the very near future is essential.

"As I stated in my earlier letter, this Society remains ready to help you in any way which you consider desirable."

The response was a letter drawing Mr. Eakin's attention to the Minister's announcement that an English-speaking College would be operating in Montreal by September 1969. It would seem from the report in the newspapers that the Minister's statement was not, in fact, so definite but, even if it were, it does not really do much to clarify the situation. Teenage students, and their parents in particular, are still left in a state of complete uncertainty as to the likely situation in September 1969 because, even if an English-language College were working by then, there is still no indication of the area it would serve, its curriculum or its method of selecting students.

Nor is there any indication of how universities would be expected to respond to this partial implementation of the government plan — if plan it is.

Branch Activities

Continuing a recently-initiated practice of inviting students to debate student affairs before the Branches, the McGill Society of Cleveland recently heard Robert Hajaly, President of the Students' Society, and Dr. Miles Wisenthal, Associate Dean of the Faculty of Arts and Science, discuss "Two Views of Student Unrest." The gathering of roughly thirty-five guests, including one high school girl about to enter McGill, responded by asking questions until the lateness of the hour forced Branch President Dr. Louis Rakita, MD '49, to adjourn the meeting.

Student unrest was also the subject of an address by Dean H. D. Woods of Arts and Science, when he spoke to more than 100 graduates at the Annual Meeting of the McGill Society of Toronto at the Inn on the Park (see "What the Martlet Hears" in this issue).

Society golf tournaments were recently held in Montreal, Toronto and Ottawa. The latter two were held too late for a report, but the McGill Society of Montreal's Annual Meeting and tournament at the Royal Montreal Golf Club on Ile Bizard was a highly successful affair. Branch President John G. Ferrabee, BCom '56, reviewed the year's activities, and a new Board of Directors was elected at the meeting. Excellence on the links was rewarded by the presentation of the Leslie Trophy (low gross) to Hugh "Buster" Jones, BCom '51, and the Tilden Trophy (low net) to Henri Lapointe, BEng '51.

Principal Robertson presented "A Review of McGill" to about ninety graduates, parents and spouses at the Annual Dinner Meeting of the McGill Society of Ottawa. Dr. Robertson spoke on matters vital to the University, including the current financial situation and new academic developments. Two of McGill's most senior graduates, Dr. Conrad T. Fitzgerald, MD '99, and Gordon Gale, BSc '03, BSc '04, MSc '05, attended, as well as a number of recent graduates from the class of '67.

Thirty-five people turned out at the Shoreham-Oaks Motor Motel in Hartford for the Annual Dinner Meeting of the McGill Society of Connecticut. Lorne Gales reviewed some of the latest developments at McGill, and repeated the performance later in the month at the District of Bedford and St. Francis District Branches. At the latter meeting, Gales was accompanied by Dr. Maxwell Dunbar, Associate Dean of Graduate Studies and Research, who spoke about the Marine Sciences Centre. About fifty guests heard his address.

The McGill Society of Hamilton featured a talk and slide show by Raymond D. Lowes, Secretary of the Bruce Trail Association. Lowes emphasized the need for the development of conservation programmes, saying that "future generations will demand as one of their basic rights, the right of solitude." He detailed the work his organization is doing.

Rendezvous at Reunions

Under Chairman John H. Dinsmore, BEng '52, this year's Reunion Committee has been hard at work planning the events for the big weekend on October 24-27. As this is a year for the triennial Open House, returning graduates will have an added bonus to look forward to.

The weekend will begin with the Society's Annual Meeting on Thursday, Oct. 24. Immediately following, graduates will be able to

Annual General Meeting

Notice is hereby given that the Annual General Meeting of the Graduates' Society will take place as follows:

Date: Thursday, October 24, 1968
Time: 6 pm
Place: McIntyre Medical Sciences Bldg., McGill University.

The work of the Society during the past year will be reviewed, and audited financial statements will be presented. The newly-elected officers will be installed.

H. J. Ross Newman, Hon. Secretary.



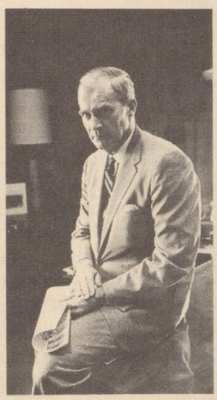
Donald R. McRobie
BCom '34



Conrad Harrington
BA '33, BCL '36



David M. Culver
BSc '47



Taylor J. Kennedy
BEng '38, MEng '39



George N. M. Currie
BEng '51



Jean de Grandpré
BCL '43

attend one of the Beatty Lectures, to be given this year by Dr. Han Suyin. On Friday, a number of special tours have been planned to coincide with Open House, as well as a delightful "carrefour" at Redpath Hall before graduates head off to their Class parties.

Saturday will feature an important seminar on the subject of the evolving university, the traditional football luncheon and the game between McGill and Queen's.

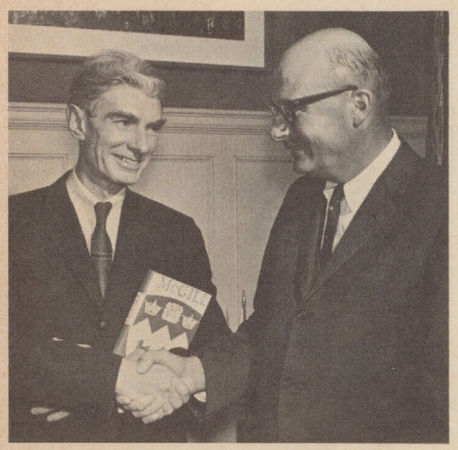
Nominations

The following nominations have been submitted by the Nominating Committee of the Graduates' Society for consideration by the membership at large. The nominee for Graduate Governor has received the unanimous approval of the Advisory Council.

Additional nominations for any office, signed by at least 25 members of the Society entitled to vote, shall also be placed on the ballot by the Secretary if received by him on or before August 15, 1968.

For President (term: one year):
Donald R. McRobie, OBE, BCom '34, President, Cockfield Brown & Co. Ltd.; First Vice-President of the Graduates' Society 1967-68; former Chairman, Alma Mater Fund; active in educational and hospital work.
For First Vice-President (term: one year):
Conrad F. Harrington, BA '33, BCL '36, President, The Royal Trust Co.; Life Governor, Trinity College School; active in welfare, VON and Boy Scouts.
For second Vice-President (term: one year):
David M. Culver, BSc '47, Executive Vice-President, Alcan Aluminium Ltd.; President, Alcan International Ltd.; served in the Canadian Infantry from 1942-45.
For Graduate Governor (term: five years):
Taylor J. Kennedy, BEng '38, MEng '39, President and General Manager, Canada Cement Co. Ltd.; member of several professional societies; President, Quebec Safety League and Industrial Accident Prevention Association.
For Alumnae Vice-President (term: two years):
Mrs. C. H. T. Hume, BA '36, Past President, Alumnae Society of McGill University; Director, Cerebral Palsy Association; volunteer, Montreal General Hospital Auxiliary.
For Honorary Treasurer (term: two years):
John B. Wight, BCom '47, Partner, Touche, Ross, Bailey & Smart, and P. S. Ross and Partners; one time Commerce Chairman of Alma Mater Fund and Vice-President McGill Society of Montreal. Director and Honorary Treasurer, Victorian Order of Nurses.
For Honorary Secretary (term: two years):
David Mackenzie, BA '47, BCL '51, Partner, Doheny, Day, Mackenzie and Lawrence, Advocates.
For members of the Board of Directors (term: two years):
Pierre Dessaulles, QC, BCL '39, Byers, McDougall, Casgrain and Stewart; Royal Canadian Navy, 1940-45; Governor, Montreal Children's Hospital; President, Canadian Lawn Tennis Association.
Harold P. Gordon, BCom '58, BCL '64, Stikeman, Elliott, Tamaki, Mercier & Robb; Graduates' Society Outstanding Achievement Award, 1963; former President, Students' Society; former Special Assistant to the Minister of Forestry and Rural Development, Ottawa.
Hugh G. Hallward, BA '51, President, Argo Construction Ltd.; Director of several construction companies, Bishop's College School, Bishop's University, etc.; member of several professional associations.
Robert B. Keefler, BEng '50, BP Canada, Ltd.; educated Montreal and Ottawa; McGill Reunion Chairman 1967; President, School Committee, St. Leo's-St. Paul's, Westmount.
C. Jaime Roberton, BSc '55, Partner, Hodgson, Roberton, Laing & Co.; investment counsel; chairman of the Society's Schools Liaison Committee for Quebec.
To complete the unexpired term of the late Claude Robillard, BEng '35 (1 year):
Jack L. Cummings, BSc '46, Partner, Maxwell, Cummings & Sons; past Director of Neighbourhood Houses; active in community fundraising.
For confirmation: the appointment of Graduate Governors to complete the terms of the late K. P. Tsolainos, BA '18 and of Robert F. Shaw, BEng '33 (recently appointed McGill Vice-Principal (Administration):
George N. M. Currie, BEng '51, President, Urwick, Currie & Partners Ltd.; President, Canadian Association of Management Consultants, 1968-69; member of several professional associations.
Jean de Grandpré, QC, BCL '43, Executive Vice-President (Administration), The Bell Telephone Co. of Canada; Member, Board of Trustees, Ecole des Hautes Etudes Commerciales de Montréal; Governor, National Theatre School.□

Where they are and what they're doing



Malcolm C. Moos, left, who was recently installed as the tenth President of the University of Minnesota, receives a copy of McGill — The Story of a University *from Geoffrey J. Dodd, BEng '40, regional vice-president of the Graduates' Society. Dodd represented McGill at President Moos' inauguration.*

Recent Awards .

Mr. Paul Spira, BEng '56 and *Dr. Nickolas J. Themelis*, BEng '56, PhD '61, were presented with the 1968 Gold Medal Award of the American Institute of Mining and Metallurgical and Petroleum Engineers for the best contribution on extractive metallurgy published by the Institute for the past two years.

Awarded the professional designation of Chartered Financial Analyst (CFA) were: *Austin C. Beutel*, BCom '53; *G. E. Brown*, BA '55; *Ned Goodman*, BSc '60; *George D. Smith*, BCom '58; *Ian A. Soutar*, BEng '58; *Raymond Baboushkin*, BA '49; and *John A. Bennett*, BCom '55.

Three graduates were among several academic economists who formed the special study group which prepared the government's report on foreign ownership and control of Canadian industry: *Stephen Hymer*, BA '55; *Abraham Rotstein*, BA '49; and *William J. Woodfine*, MA '53.

'15

Frank S. McGill, Com '15, has been elected president of the Montreal General Hospital.

'18

Lazarus Phillips, BCL '18, LLD '65, has been appointed to the Senate by former Prime Minister Pearson. Mr. Phillips is presently senior partner in the law firm of Phillips, Vineberg, Goodman, Phillips and Rothman. He was named King's Counsel in 1930, and was awarded an OBE in 1946. He is vice-president of the Royal Bank of Canada and holds directorships in several blue chip companies.

'20

Dr. Ezra Lozinski, MD '20, MSc '23, has been named winner of the Montreal Medal of the Chemical Institute of Canada.

Lt. Gov. H. P. MacKeen, BA '14, BCL '20, LLD '65, of Nova Scotia, was one of five recipients of honorary degrees at Mount Allison University's annual Convocation.

'21

Norman H. Friedman, BCom '21, has been appointed an honorary life governor of the Montreal General Hospital on completion of 50 years as a governor. He has also recently been named a fellow of the Royal Society of Arts in London.

Col. Paul P. Hutchison, BA '16, BCL '21, has been awarded the Mental Health Award of the Montreal Mental Hygiene Institute, a Red Feather-Federated Appeal service.

'22

S. H. Dobell, Com '22, is chairman of the budget committee of the United Red Feather Services.

Dr. Harold R. Griffith, BA '14, MD '22, Professor Emeritus of anaesthesia at McGill, has been honoured by an invitation to attend "Distinguished Visitors' Week" at the Wood Library-Museum of Anaesthesiology in Park Ridge, Illinois. He is renowned for his application of curare, a South American Indian poison, as a muscle-relaxant drug in anaesthesia.

J. Geoffrey Notman, BSc '22, has been re-elected president of the Royal Victoria Hospital. He was also elected a hospital governor.

'24

Stuart M. Finlayson, BSc '24, was recently elected to a second consecutive term as mayor of Hampstead, P.Q.

'25

Eugene Forsey, BA '25, MA '26, PhD '41, received an honorary doctorate degree at the University of Toronto's annual Convocation.

J. Grant Glassco, BCom '25, has been elected chairman of the board and chief executive officer of Brazilian Light and Power Co. Ltd.

Dr. M. Ralph Kaufman, MD '25, has recently been installed as the first Esther and Joseph Klingenstein Professor of psychiatry at Mount Sinai School of Medicine of the City University of New York.

'26

Dr. Lloyd Munro, PhD '26, has retired as professor of chemistry at Queen's University.

'27

W. Herbert Moore, BSc '27, MEng '32, has been honoured by being appointed a life member of the Engineering Institute of Canada.

Prof. A. K. Snelgrove, BSc '27, MSc '28, long-time head of the department of geology and geological engineering, Michigan Technological University, is retiring to engage in full-time teaching and research.

'28

J. Stuart Hay, BSc '28, is convenor of the newly-formed Branch of the McGill Graduates' Society in South Africa.

David C. Monroe, BA '28, MA '30, MA '38, a McGill professor and vice-president of the Superior Council of Education for Quebec, recently received an honorary degree from Laval University, Quebec.

Robert Raynauld, MSA '28, editor of *La Ferme* agricultural magazine, has been elected for a second term as president of the Canadian Forestry Association at the recent Ottawa annual meeting.

Dr. Lyon Steine, BSc '24, MD '28, is listed in the current issue of Who's Who in the East (Marquis, Chicago), the Dictionary of International Biography (London), and the Royal Blue Book (London), and has been invited to membership in the International Platform Association.

'29

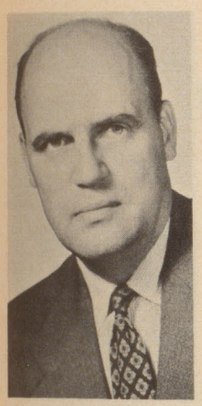
Miss Clara Aitkenhead, DipN '29, director of nursing at the Sherbrooke Hospital since 1953, retired in May, 1968.

Mrs. J. W. C. Duckworth, BA '29, national president of the Voice of Women, recently flew to The Hague to plead for Canada's withdrawal from NATO.

Dr. John P. Humphrey, BCom '25, BA '27, BCL '29, PhD '45, received an honorary LLD from Carleton University.

Jeffrey D. Jefferis, MA '29, received an honorary degree at the annual Convocation of Bishop's University, P.Q.

Hon. Alan A. MacNaughton, BA '26, BCL '29, has been elected to the board of directors of International Trust Company. He is presently a senior partner in the legal firm MacNaughton, Harvey, Michaud and Gazdik, and a director of Commonwealth International Corporation Ltd.



Dr. F. W. Matthews PhD '41



Dr. M. B. Hamovitch DipSW '42

'31

Mrs. Eileen Reid, BA '31, a founder of the Montreal Potters Club, is opening a two-month summer pottery school at her home in the Eastern Townships.

Dr. Edward C. Webster, BA '31, MA '33, PhD '36, professor of psychology and director of McGill's Guidance Service, was a guest speaker at the 10th Annual Recruiters Conference, held in Bethlehem, Pa. The conference was designed to bring representatives of industry and business, who employ graduating college and university seniors, into contact with leading authorities in the field of recruiting.

'32

Dr. Gerard Letendre, BEng '32, has been appointed by Order-in-Council a member of the Superior Council of Education of the Province of Quebec. He has also been appointed vice-chairman of Northumberland Consultants Ltd.

Mrs. Miriam Marcus, BA '32, MA '35, biology specialist at Northmount high school, is one of six teachers who has been recognized by the Protestant School Board of Greater Montreal as the Board's first master teachers.

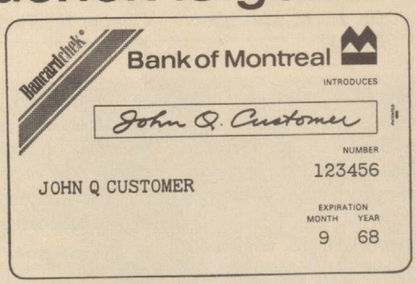
John H. Schloen, BEng '32, has been elected president and managing director of Canadian Copper Refiners Limited, a wholly-owned subsidiary of Noranda Mines Limited.

'33

Dr. Paul Bruce Beeson, MD '33, who holds the Nuffield Professorship of Clinical Medicine at Oxford University, has been named the most distinguished alumnus for 1968 by the University of Washington's Alumni Association.

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Frederick S. Thatcher, BSA '33, MSc '35, PhD '39, chief of the Federal Food and Drug Directorate's microbiology division has recently been honoured by the Chicago branch of the United States Institute of Food Technology. He is the first Canadian to receive the Fred S. Tanner Lecture Award, presented annually to scientists who make outstanding contributions to the food industry.

'35

J. R. Houghton, BEng '35, has been elected vice-president of the Queen Elizabeth Hospital.
Dean T. L. Jones, MSc '35, of the Ontario Veterinary College, University of Guelph, has been awarded the American Veterinary Medical Association Award for 1968.
John Kazakoff, BEng '35, has been appointed executive vice-president of Canadian International Power Co. Ltd.
Dr. J. Wallace McCubbin, PhD '35, Dean of Science at Bishop's University has been appointed to the Corporation, the governing body of the University.
Dr. Allan B. Van Cleave, PhD '35, chairman, division of natural sciences, University of Saskatchewan, has been named the 1968 winner of the Chemical Education Award of the Chemical Institute of Canada.

'36

Dr. Harrison Jones, BA '36, BMus '46, recently attended his fourth McGill Convocation in the last six years. His eldest son Barry graduated in 1962 with a BSc, and in '66 with an MD, second son Trevor, BEng '64, and finally youngest son Derek, BEng '68.
Leonard Kirsch, BEng '36, has been appointed regional manager of Investors Overseas Services of Canada Ltd., a subsidiary of IOS, SA, the world's largest independent distributor of mutual funds throughout the free world, with a present fund volume exceeding one billion dollars a year.
Mr. Justice Allison A. M. Walsh, BA '33, BCL '36, of the Exchequer Court of Canada, has been named deputy umpire under the Unemployment Insurance Act. He will hear final appeals of claims for unemployment insurance benefits.

'37

W. G. Brissenden, BEng '37, MEng '38, general manager of Noranda Mines Ltd., has been elected a director of Gaspé Copper Mines Ltd.

'38

Dr. H. Roy Crabtree, BSc '38, has been appointed Chancellor of the Board of Regents of Mount Allison University, Sackville, N.B.
Louis-Philippe de Grandpré, BCL '38, has been named Bâtonnier of the Montreal Bar for the coming year.
Dr. Kenneth G. McKay, BSc '38, MSc '39, vice-president of engineering of the American Telephone and Telegraph Co., has been elected to the National Academy of Engineering. He is the first McGill graduate to earn this distinction.

'39

P. Gordon, BEng '39, has been appointed vice-president, manufacturing, Shell Canada Ltd.
Brig. Gen. Albert Mendelsohn, BEng '39, is the senior military adviser to the Canadian delegation of the International Commission for Supervision and Control in Laos.
Philip F. Vineberg, BA '35, MA '36, BCL '39, has been named first counsellor of the Bar of Montreal for the coming year.

'40

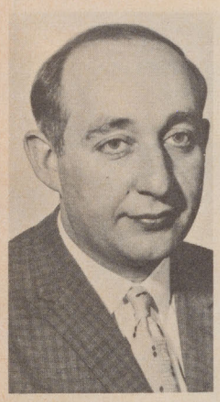
G. Drummond Birks, BCom '40, has been appointed to the board of directors of the Royal Trust Co.
Prof. Douglas G. Cameron, MD '40, chairman of the department of medicine at McGill, has been elected to a three-year term on the board of directors of the American College of Physicians.
Arthur B. Frank, BA '40, has been appointed senior area manager of World Book/Childcraft of Canada Ltd., a division of Field Enterprises Educational Corporation.
Alex D. Hamilton, BEng '40, president of British Columbia Forest Products Ltd., has been appointed chief executive officer.
Dr. Arnold F. Jones, MD '40, DipSurg '49, has recently become 1968-69 president of the Quebec Medical Association.
Dr. Ashton L. Kerr, BSc '38, MD '40, has recently become medical director of the Reddy Memorial Hospital.
Dr. David T. Lin, BSc '37, MD '40, surgeon at the RVH, was re-elected president of the Montreal Chinese Hospital.
Dr. Joseph W. Tomecko, PhD '40, is now director, Industrial Research Institute, University of Waterloo, Ont.

'41

George Alexander, BCom '41, secretary of Montreal Life Insurance Co., has been appointed general manager.
J. M. Douglas, MSc '41, president of Babcock and Wilcox Canada Ltd., has been elected chief executive officer.
Dr. Fred W. Matthews, PhD '41, of Canadian Industries Ltd., received the Award of Merit, granted by the American Society for Testing and Materials for "his long vigorous interest, frequent personal contributions, and particularly his development of new concepts for indexing powder diffraction standards that extended the capabilities and utilization of the ASTM Powder Diffraction File and the powder diffraction method of chemical analysis."
Dr. John D. Palmer, MD '41, has been re-elected president of the medical advisory board of the Cancer Research Society of Montreal.
Mrs. Audrey Goodwin Southam, BA '41, takes over the post as headmistress of Strathallan College, Hamilton, Ont. on August 1st.

'42

Dr. Jack Halpern, BSc '42, PhD '49, of the University of Chicago, who is noted for his research leading to the explanation of fundamental processes in inorganic chemistry, recently received the $2000 American Chemical Society Award in Organic Chemistry.
Dr. Maurice B. Hamovitch, DipSW '42, has been promoted from Professor to Dean of the School of Social Work at the University of Southern California. His major teaching areas are social policy and research.
Dr. Joseph Kage, DipSW '42, has been elected president of the Jewish Public Library.
James W. McKee, BCom '42, vice-president, finance and administration, Corn Products Co., has been elected to the board of directors.
P. F. Renault, BCom '42, has been appointed to the board of directors of Bell Asbestos Mines Ltd.
A. P. Smibert, BCom '42, vice-president of the National Trust Co., and manager, Montreal branch, is the 1968-69 chairman of the Quebec section of the Trust Companies Association of Canada. He has also been elected second vice-president of the Montreal Protestant Homes, an organization which provides food, shelter and medical care for elderly persons.



Dr. Jack Halpern
BSc '42, PhD '49



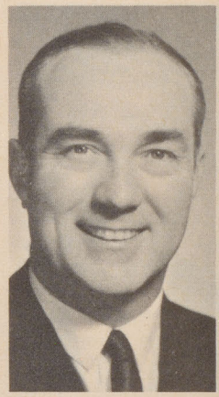
Dr. H. K. Mussallem
BN '47



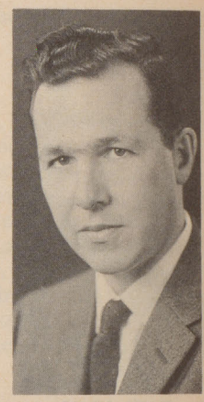
Clinton W. Tasker
PhD '47



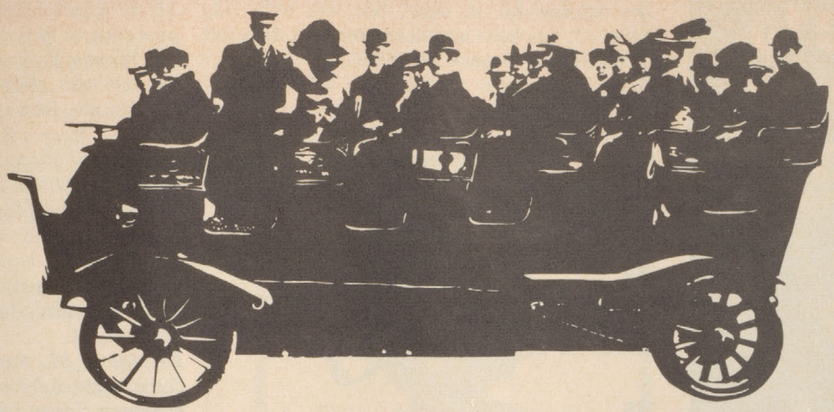
Prof. P. A. Wright
BSc/Agr '50



Prof. Roland Wensley
BA '50, MA '64



John C. Querido
BEng '51



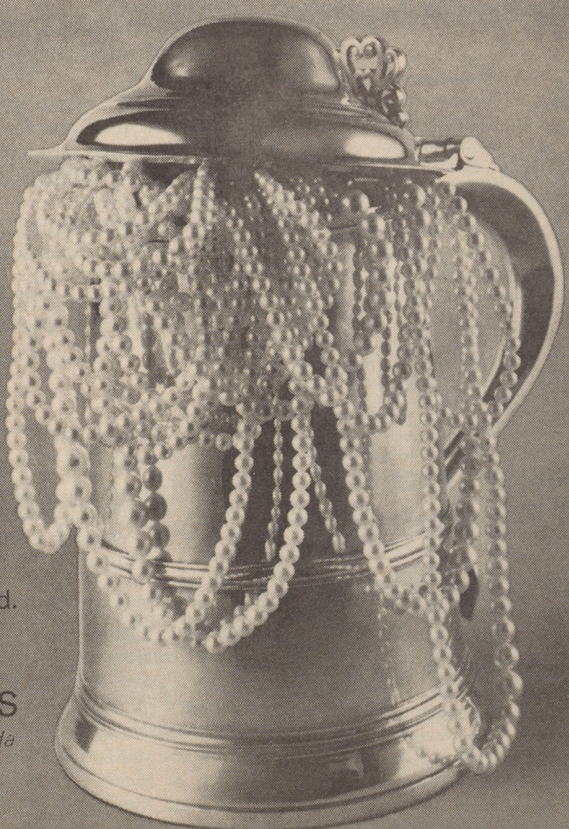
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Archibald Forrest — Ernest A. Javet
Philippe Roberge — John C. Stephenson
Harvey A. Corn — David G. Gibb
David Whitney — Pierre Lapointe
Gerard Ducharme — William L. Home

'43

Dr. Michael M. A. Gold, BSc '40, MD '43, MSc '45, has been appointed medical director of the Jewish General Hospital.

Dr. Khayyam Zev Paltiel, BA '43, formerly associate professor in the department of political science, Carleton University, Ottawa, has become a full professor.

Charles Perrault, BEng '43, MEng '46, has been elected a director of Cleyn and Tinker Ltd.

'44

Dr. Harold Rosen, BSc '43, MD '44, MSc '50, has been named first chief of neurosurgery at the Jewish General Hospital.

'45

Dr. Richard J. Joy, BEng '45, has written and published *Languages in Conflict*, a study (based on census figures) of the ebb and flow of the French and English languages in Canada during the past two centuries.

Dr. E. A. MacCallum, BA '42, MD '45, of the department of obstetrics and gynaecology, has assumed the duties of medical director of the Montreal General Hospital.

'46

Cecil E. MacDonald, BEng '46, has been appointed senior vice-president, product management, in the New York office of the International Paper Company.

'47

David M. Culver, BSc '47, has been elected a member of the board of directors of Alcan Aluminum Ltd.

H. Neil Mackenzie, BSc '47, has been appointed Canadian division manager of King Resources Co.

Dr. Helen K. Mussallem, BN '47, executive director of the Canadian Nurses Association, recently received an honorary Doctor of Laws at the annual Convocation of the University of New Brunswick.

E. R. Pirie, BSc '47, has been appointed district sales manager, Texaco Canada Ltd., for the greater Montreal area.

Clinton W. Tasker, PhD '47, has been elected a vice-president of Packaging Corporation of America.

'48

Ian A. Barclay, BCL '48, has been named president of British Columbia Forest Products Ltd.

Guy L. Desbarats, BArch '48, has been named to a new "Advisory Committee for Architectural Co-ordination" at the University of Ottawa.

Julian A. Dixon, BSc '48, has been named executive vice-president of International Pulp Sales Company.

W. J. Dixon, BA '48, DipMBA '62, general manager of Caravelle Carpets Ltd., was recently appointed to the office of executive vice-president and to the board of directors.

Lorne A. Mackenzie, BSc '48, DipM&BA '59, has been appointed planning and marketing director of the Loomis Corp., Seattle.

William Tetley, BA '48, has been re-elected alderman in the Town of Mount Royal, P.Q.

'49

M. G. Green, BEng '49, has been appointed president of Bowaters Mersey Paper Co. Ltd.

Dr. Thomas R. Hale, BSc '47, MD '49, DipMed '54, has been elected president of South Shore Community Services.

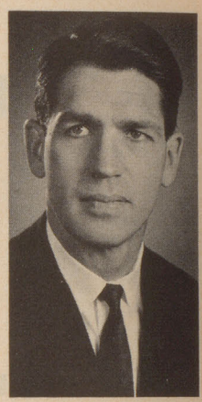
R. A. C. Henry, BCL '49, has been appointed secretary of Dominion Bridge Co. Ltd.

Robert M. Miller, BSc '49, BSW '52, MSW '54, has invented a playwagon for the treatment of youngsters who seek psychiatric assistance. The invention is designed to put the children at their ease, at the same time permitting the evolution and development of diagnostic impressions.

Dr. James M. Roxburgh, PhD '49, has been chosen first full-time secretary of the Medical Research Council in Ottawa.



Dr. T. Fainstat BSc '50, MSc '51, MD '55



Dr. T. C. Kenney BEng '53

Ronald M. Thomas, BCom '49, has become treasurer of International Utilities of the U.S., Inc.

'50

K. R. Hughes, BCom '50, has been appointed controller of Consolidated-Bathurst Ltd.

William G. Kerr, BLS '50, presently assistant librarian of the U.S. Military Academy at West Point, has been appointed librarian of Eisenhower College, Seneca Falls, N.Y.

Prof. Roland Wensley, BA '50, MA '64, chairman of the department of instruction in geography and history at Macdonald College, has been chosen by a selection committee of the Canadian Education Association to receive the Imperial Oil Special Travel Award for 1968. The $1000 grant will be used to finance a study of the professional education of history teachers in the Canadian west.

Prof. P. A. Wright, BSc/Agr '50, of the agricultural economics department of the University of Guelph, is the second faculty member to be appointed to a three-year term on the University's Board of Governors.

'51

Leslie G. Ham, BA '51, BCom '53, has been appointed executive vice-president of Seven-Up Montreal Ltd.

Jacques V. Marchessault, BCL '51, was re-elected Bâtonnier of the Bar of the District of Bedford, Quebec.

Alfred Powis, BCom '51, has been elected president and chief executive officer of Noranda Mines Ltd.

John C. Querido, BEng '51, previously branch

manager, has been promoted to senior branch manager at the Los Angeles area sales office of the Foxboro Co., a worldwide manufacturer of instruments and control systems for the process industries.

Cameron A. Rowat, BCom '51, has been appointed general manager, packaging division, of Canadian International Paper Co.

'52

Solomon J. Buchsbaum, BSc '52, MSc '53, has been elected vice-president in charge of research of the Sandia Corporation, a subsidiary of Western Electric Company in Albuquerque, New Mexico.

Paul D. Matthews, BCom '52, has been elected to the board of directors of United Cigar Stores Ltd., a subsidiary of Imperial Tobacco



Paul D. Matthews
BCom '52



Peter A. Thomson
BSc '52

Co. of Canada Ltd.

J. Kelvin Reynolds, BCL '52, has been appointed secretary of the Montreal Trust Co.

John R. Steele, BSc(Agr) '52, has been promoted to associate director of the ARDA branch of the Ontario Department of Agriculture and Food.

Peter A. Thomson, BSc '52, has been elected to the board of directors of United Cigar Stores Ltd.

'53

Dr. R. F. Cronin, MD '53, MSc '60, DipMed '60, an associate cardiologist at the MGH, has been appointed associate dean of McGill's Faculty of Medicine.

Jacques A. Dubuc, BEng '53, has been appointed executive vice-president and director of Schokebeton Quebec Limited.

Dr. H. Reginald Hardy, Jr., BSc '53, associate professor of mining engineering and director, College of Earth and Mineral Sciences, Pennsylvania State University, will receive the 1968 Richard L. Templin Award of the American Society for Testing and Materials.

Dr. T. C. Kenney, BEng '53, recognized as one of the world's leading authorities on the way soil behaves under stress, has been named to succeed Prof. C. F. Morrison as professor and chairman of the department of civil engineering, University of Toronto.

Dr. Kenneth MacKay, BSc(Agr) '53, has been appointed to the staff of the Institute of Computer Science, University of Guelph, Ont.

Gordon R. Sharwood, BA '53, has been appointed chief general manager of the Canadian Imperial Bank of Commerce.



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Montreal 28
482-7385

F. W. Wolthausen, BCom '53, has been appointed treasurer of Dominion Bridge Co. Ltd.

'54

Laurent Marquis, BEng '54, has been appointed director of administration services, Hydro-Quebec.

Joseph Mendel, BCom '54, vice-president of Laces Limited, has been appointed a vice-president of Simplex Textiles Ltd.

Alan M. Nicholson, BA '54, formerly registrar of Laurentian University, Sudbury, has been appointed executive officer of the Royal Society of Canada. His primary responsibility will be the consolidation and development of the Secretariat for public relations and editorial work. He will be centred in the Society's headquarters in the National Library, Ottawa.

'55

Dr. Theodore Fainstat, BSc '50, MSc '51, MD '55, has been promoted to professor of obstetrics and gynaecology at Northwestern University medical school.

Dr. George Halikas, BSc '55, an instructor in the department of physiology and biophysics at the University of Tennessee Medical Units, has been appointed assistant professor of biophysics at the Institute of Arctic Biology of the University of Alaska, Fairbanks.

Dr. Irwin J. Kopin, BSc '51, MD '55, has been appointed chief of the Laboratory of Clinical Science at the National Institute of Mental Health at Bethesda, Maryland.

Lyman A. May, BA '55, has been elected 1968-69 president of the Montreal chapter of the Canadian Credit Institute.

Ronald H. Paul, BSc '55, of Pacific Petroleums Ltd., is secretary of the Canadian Well Logging Society for 1968.

Donald M. Reid, BCom '55, has been appointed treasurer of Trizec Corporation Ltd. and its subsidiary, Place Ville Marie Corporation.

Dr. Charles R. Scriver, BA '51, MD '55, McGill researcher, has been lauded by the American Academy of Paediatrics for "research work considered outstanding and worthy." There are only two yearly winners of the award in North America.

Bernard L. Segal, BSc '50, MD '55, recently represented the American College of Cardiology at the Interamerican Congress of Cardiology in Lima, Peru.

'57

Lawrence K. Anderson, BEng '57, has been promoted to head of the optical memories and ultrasonics department at Bell Telephone Laboratories in New Jersey. His new responsibilities include the application of optical and ultrasonic techniques to the storage of digital information.

Bernard M. Segal, BEng '57, has been appointed a registered sales representative for Channing Co. Ltd., one of the nation's largest mutual fund sales firms.

'58

John H. D. Aikman, BSc/Agr '58, has been appointed Principal of the Perth and District Collegiate Institute at Perth, Ont.

Allan J. Craig, BEng '58, has been appointed sales manager, Thermoplastic Products for central district of Union Carbide Canada Limited, Chemicals and Resins.

Gerald A. Schwartz, BCom '58, has been appointed director of finance of the Montreal Children's Hospital.

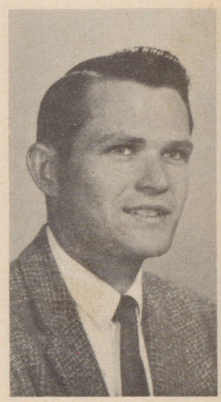
'59

Jacques Marcotte, BCom '59, has been appointed sales manager of Molson's Brewery Quebec Ltd. for the Greater Montreal region.

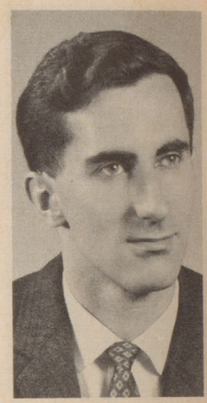
Teshome Haile-Mariam, BCL '59, former ambassador to Washington, is now Chief Justice of the Imperial Supreme Court of Ethiopia.

'60

Alexander Babkin, BEng '60, received his MEng from Columbia University in 1967 and now holds a position with Singer Central Research Laboratory in Danville, N.J.



John H. D. Aikman
BSc/Agr '58



Lawrence K. Anderson
BEng '57

Mr. Carrié Devieux, MEng '60, has been working at the Astro-Electronics Division of RCA in Princeton, New Jersey as a member of the Advanced Systems Group.

Dr. F. C. Innes, MA '60, PhD '67, is one of two professors at McGill's geography department who are believed to be the first geographers to produce an exhaustive map atlas depicting ethnic origin, linguistic ability and incomes of greater Montreal's more than 2,000,000 population.

Sidney Leithman, BA '57, BCL '60, has been elected a director of the Defence Lawyers Association.

Peter McKinney, MD '60, has opened practice for plastic and reconstructive surgery at Northwestern University Medical School and Chicago Wesley Memorial Hospital.

John N. Pretty, BEng '60, chief engineer of Pentagon Construction Co. Ltd., has been elected to the board of directors.

Dr. Michael D. Sopko, BEng '60, MEng '61, PhD '64, has been promoted to superintendent of Research, Copper Cliff, International Nickel Co. of Canada Ltd.

'61

Joseph S. Blumer, BCom '57, BCL '61, has been elected secretary of the Junior Bar Association of Montreal.

Jacob Citrin, BA '61, MA '63, has been appointed assistant professor of political science at the University of California, Berkeley.

Dr. Morton Korn, MD '61, has accepted a full-time appointment at the department of cardiology, Mount Sinai Hospital, Florida.

Jacek M. A. Nowicki, BEng '61, has joined the

Digital Equipment Corp., Mass., as an applications engineer.

William E. Phillips, BSc(Agr) '61, will become assistant professor at the University of Alberta, effective July 1st. His duties will include teaching and research in the area of natural resource economics.

Peter Riordon, BSc '61, is now vice-president of Olympic Yacht Craft Corporation, Quebec.

'62

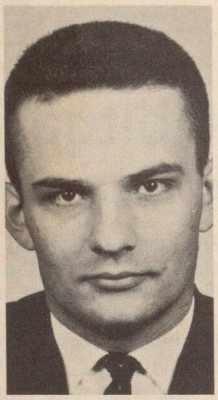
W. David Angus, BCL '62, has been elected vice-president of the Junior Bar Association of Montreal.

Harold C. J. Hansen, BEd(PE) '62, has recently received his MA at McGill.

Dr. Oleh S. Pidhainy, MA '62, PhD '65, has accepted an appointment as associate professor of East-European and Russian history in the department of history at Youngstown State University, Ohio.



John N. Pretty
BEng '60



Rev. Edward J. Furcha
BD '63

Dr. Dieter K. Schroder, BEng '62, MEng '64, has joined the Research Laboratories of the Westinghouse Electric Corp. Pennsylvania, in the field of semiconductor electronics.

Dr. Frederick J. Service, MD '62, recently received the Judson Daland Award for outstanding performance in the Mayo Graduate School of Medicine.

'63

The Rev. E. J. Furcha, BD '63, has been appointed to the Chair of Church History at Union College, British Columbia as associate professor.

Dr. Martin C. Raff, BSc '59, MD '63, has received a two-year post-doctoral fellowship for study at the National Institute for Medical Research, London, England. The award was made by the National Multiple Sclerosis Society in New York City.

Stephen Sanders, BCom '63, has been elected a vice-president of Winfield and Co., a mutual fund management firm.

Caryl J. Stewart, MSW '63, has been appointed programme manager, regional medical programme, University of Vermont College of Medicine.

'64

Patrick Blouin, BArch '64, has been named a recipient of the Canada Council annual arts awards competition. The awards are given to professional artists who have been making "a significant contribution to their field over a considerable period and wish for time to study or work freely".

Colin C. Coolican, BA '64, graduated from Osgoode Hall with an LLB in 1967 and is presently articling with the firm of McCarthy and McCarthy in Toronto. He will be returning to Osgoode Hall for a six month Bar admissions course in September.

Edet Inwang, BSc(Agr) '64, is presently working toward a PhD in biochemical genetics at Notre Dame on a research assistantship awarded by the U.S. National Institute of Health.

Frank D. Shoofey, BA '61, BCL '64, has been elected secretary-treasurer of the Defence Lawyers Association.

'65

Robert T. Clibbon, BSc '65, on a two or three year world tour, is presently visiting Katmandu, Nepal.

Sandra V. Lee, BSc '65, has been awarded a Smith, Kline and French Foreign Fellowship and will be working this summer at the Bethesda Leprosy Hospital and Homes in Champa, India.

Helena V. Litvack, BA '65, has been appointed to the professional staff of Development Research Associates. In her new role as sociological research analyst she will review and evaluate a wide variety of data, including population, income and statistical studies.

'66

Michael Bambiger, BSc '66, presently in Uganda, Africa with CUSO, has been awarded a $3,500 scholarship for graduate work in transportation research at Northwestern University for the 1968-69 term.

'67

Larry Berbrier, BSc '67, has been appointed sales representative, Montreal region, for Canadian Premier Life.

Dr. Keith G. Dawson, PhD '67, has been elected a Fellow of the American College of Physicians.

Deaths

'93

John H. Featherston, BSc '93, at Oakland, Calif. on March 13, 1968.

'03

G. Percy Cole, BSc '03, MSc '06, on April 6, 1968 at Mystic, P.Q.

'04

Miss Ada Dickson, BA '04, at Pembrooke, Ont. on March 10, 1968.

Mrs. W. H. Jackson (*Mary K. McCally*), BA '04, at Illinois, in 1966.

'06

Dr. Oliver S. Hillman, MD '06, on May 7, 1968 at Whitestone, N.Y.

'07

S. Barton Brown, BSc '07, on Oct. 27, 1967 at Los Angeles, Calif.

'09

Clifford T. Trotter, BSc '09, at St. Johns, P.Q. in Nov. 1967.

Where are they?

From our alphabetical files of lost addresses, we submit a series of names and would like to hear from anyone who has news of one or another:

Clifford, Mrs. D. V. (Daphne Wharton), BA '45
Coade, Emma Laurine, MA '31
Coakley, Ellen L., Physio '46
Coates, Richard B., BA '48
Coburn, Mrs. F. S. (Margaret Foulds), BLS '49
Cochrane, George, M.A., BSc '67
Coffin, Althea, BSc/Agr '50, MSc '54
Cohen, Harry, MSc '49
Collins, Gerald M., BCom '31
Colquhoun, Dorothy R., Cert.Nurs. '35, BA '37
Colquhoun, Jean McInnes, BSc '44
Connolley, William J., BSc '14
Constable, Peter, BSc(PE) '56
Constantine, Jay W., BSc '51
Cook, John Francis, BFA '53
Cook, Roxey, BN '63
Cookson, John, BSc '58
Cooper, Irvine, BMus '25
Cooper, Jane, BA '46
Cooper, R. F. V., BSA '26
Corin, Francis, DDS '25
Cornhill, Mrs. L. N., BSc/Agr '42
Cornilliac, Louis E., BArch '48
Corona, Carlos, MSc '45
Cougnard, Jacques J., BEng '56 El.
Courage, Daphne I., BSc '48
Courtney, John BSc/Agr '61

Dobush Stewart Bourke Longpré Marchand Goudreau Architects

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Peter Dobush, B.A. B.Arch., FRAIC, MTPIC
William Stewart, B.Arch., MRAIC
R. David Bourke, M.Arch., MRAIC
Claude Longpré, B.A., ADBA, MRAIC
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P. André Gervais
Raymond LeMoyne
Peter Gundy
A. R. Deane Nesbitt
Pierre G. Rioux

Counsel: Maurice Désy, Q.C.

'10

Dr. R. S. P. Carruthers, MD '10, on June 28, 1967 at Summerside, P.E.I.

'11

T. Edgar Wilson, BA '09, BSc '11, at Ocean Park, B.C. in the Spring of 1968.

'12

Kenneth MacLeod Fiske, BSA '12, at Montreal on Dec. 11, 1967.

'14

John B. Mabon, BA '10, BSc '14, at Montreal on May 1, 1968. From 1914 to 1955 he was with Sun Life Assurance Co. specializing in actuarial and accounting work. He then became a consulting secretary for Alliance Mutual Life Insurance Co.

'15

Dr. Philippe Belanger, MD '15, on Feb. 12, 1968 at Ottawa, Ont.

Brian R. Perry, BSc '15, at Montreal on April 24, 1968. During WWI he served with the Royal Flying Corps. He was founder of Brian Perry Associates and a life member of the Engineering Institute of Canada.

'16

Dr. Frank L. West, BSc '16, at Sackville, N.B. on April 12, 1968. As a practising engineer he saw service with the Imperial Munitions Board and the Canadian National Railways. He was dean of the Faculty of Science and then vice-president of Mount Allison University, N.B.

'17

E. A. Charlton, BSc '17, at Montreal on Feb. 19, 1968.

Dr. Georgianna Melvin, BA '17, on Dec. 11, 1967 at Oakland, Calif.

Harold Ernest A. Rose, BCL '17, on May 11, 1968 at Montreal.

R. Laurence Weldon, BSc '17, MSc '20, at Fort Lauderdale, Fla. on March 11, 1968. At the time of his death he was chairman of the board of Consolidated Bathurst Ltd., and a governor of Sir George Williams University.

'20

Guy A. Lindsay, BSc '20, on June 25, 1967 at Carleton Place, Ont.

'21

Dr. Michael Ratner, DDS '21, on April 21, 1968 at Montreal. He was an active worker for the Zionist Organization, a member of the Jewish Community Council and a member of the Mount Royal Dental Society.

'22

Dr. Ewen C. McLeod, MD '22, at Vancouver, B.C. on April 2, 1968. He was one of the first users of insulin after its release. He was a member of the Canadian Medical Association and a life member of the Canadian Red Cross.

'23

Bruce Banks Shier, BSc '23, on March 30, 1968 at Toronto, Ont.

William B. Mackenzie, BSc '23, on Jan. 17, 1968 at Springfield, Mo.

'24

Moses Bauman, BCom '24, on April 4, 1968 at Montreal. He was a member of the Keren Hatarbut Association, serving as treasurer and buildings chairman of Camps Massad. He was a staunch supporter of Zionism and of Jewish educational and cultural institutions.

Dr. E. A. Blumenfeld, MD '24, on April 23, 1968 at Los Angeles, Calif.

Dr. Philip Joseph, LLB '24, at Montreal on May 6, 1968.

'25

Mrs. Dorothy A. Cummins (*D. A. Heneker*), LLB '24, BCL '25, on May 14, 1968 at Como, P.Q.

Mr. Matthew H. Dineen, BSc '25, on May 11, 1968 at Ottawa, Ont.

'26

Dr. Rushton Coulborn, BA '26, on April 17, 1968 at Boston. In 1926 he was involved with the now-defunct left-wing *McGill Fortnightly Review*. His special contribution to a life-long study of history was in the field of the comparative study of civilized societies. Recently, he had been working on *Feudalism in History*, a continuation of his first book *The Origin of Civilized Societies*.

'28

Arnold W. Smith, BSc '28, on March 12, 1968 at Beaconsfield, P.Q.

'35

Judge William Sellar, BA '32, BCL '35, at Calgary, Alta. on May 19, 1968. He was an active member of the Graduates' Society and was secretary of the War Memorial Campaign from 1946 to 1948.

'37

Abraham Grintuch, BSc '37, on May 21, 1968 at Montreal.

'38

Dr. James G. McLeod, MD '38, at Regina, Sask on May 19, 1967

'39

Ernest Rossiter, Jr., BCom '39, on March 24, 1968 at East Meadow, N.Y.

'41

John H. Moore, BSc 41, at Collegeville, Penn. in Dec. 1966.

Dr. Wolfgang A. Andreae, BSc(Agr) '41, MSc '43, PhD '45, on Oct. 14, 1967 at London, Ont.

'42

Mrs. L. H. G. Kortright (*Patricia Galt*), Arts '42, at Toronto, Ont on April 9, 1968.

'48

James R. Bulman, BSc(Agr) '48, at Ottawa, Ont. in April, 1968.

'51

Dr. Frederick C. Caillier, BSc '59, MD '51, on July 30, 1967 at Toronto, Ont.

'58

Mrs. Lawrence L. Cramer (*Betty Burke*), BA '58, MSW '60, on May 10, 1968 at Montreal.

Dr. Tom Webb, PhD '58, recently in Lausanne, Switzerland.

'59

Dr. Robert W. Davis, BSc '57, MD '59, at Honolulu, Hawaii on Nov. 22, 1966.

'60

Suzanne H. Clarke, BSc(Agr) '60, at Pierrefonds, P.Q. on April 2, 1968.

'62

Irving Lindy, BEng '62, at Brampton, Ont. on May 22, 1968.

'63

Nicholas A. Varsanyi, MA '63, on Sept. 5, 1967 at New York City.

Obituaries

Dr. Ferdinand J. M. Sichel, BSc '28

Dr. Ferdinand Sichel, professor of physiology and biophysics at the University of Vermont College of Medicine, and former chairman of the department, died at the age of 62 on April 11, 1968 at Burlington, Vt. He had taught at McGill in the early thirties and at the time of his death was president of the Vermont Branch of the Graduates' Society.

Dr. Sichel, an honorary member of the Vermont Medical Society was the author of a number of papers on the function of the muscle and muscle fibres. He was a member of the consulting staff of the Medical Centre of Vermont and a number of scientific societies.

Dr. Louis Lowenstein

Dr. Lowenstein, internationally recognized specialist in internal medicine died recently in San Juan, Puerto Rico at the age of 59.

Born in Nashville, Tenn., he earned his BA from Vanderbilt University in Nashville, Tenn., in 1930 and his MD from the same university in 1933. He came to Montreal in 1937 and became a clinical assistant in medicine at the Royal Victoria Hospital and a demonstrator in medicine at McGill.

He served with the RCAF in England and Europe during WW II and rose to the rank of Wing Commander.

In 1953 he became haematologist-in-chief at the RVH and physician in 1961. He was appointed professor of medicine at McGill in 1966.

Dr. Lowenstein was a Fellow of the American College of Physicians; a member of the Association of American Physicians; a past president of the American Society of Haematology and Canadian councillor to the International Society of Haematology.□

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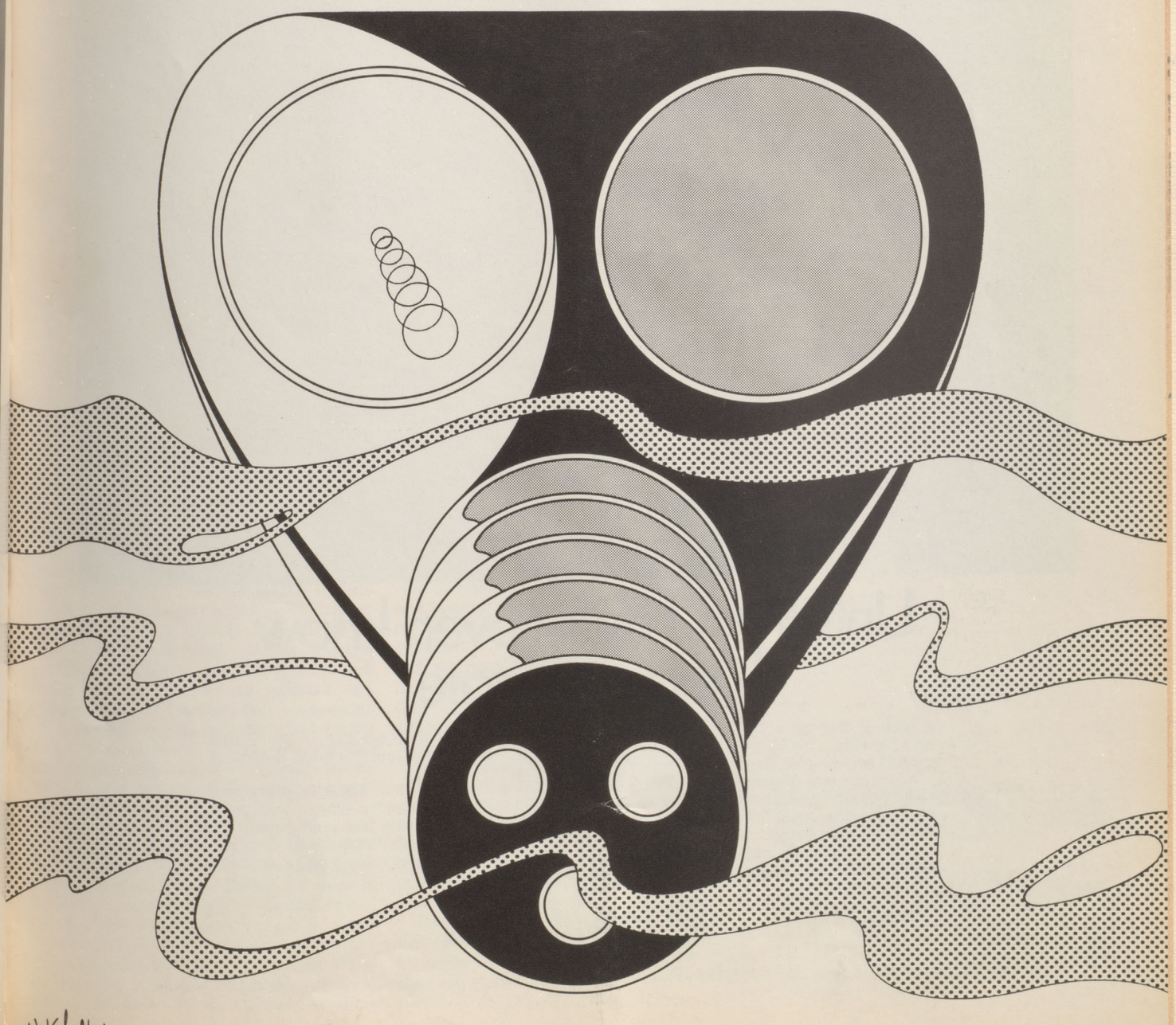
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McGill News

September 1968
How will society respond to the growing threat of air pollution? For a scientist's view of the problems and their solutions, see "Air pollution in perspective", p. 6.



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The McGill News

Volume 49, Number 5
September 1968

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Editor's Notebook

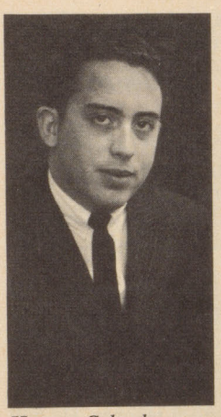
Although the summer hiatus has produced no worthwhile news from the Branches (hence no "Society Activities" section in this issue), a few uncommon events have added to the special character of summer '68 at Martlet House. Someone noticed a peculiar tilt to the eaves on one side of the building which, on close inspection, proved to be caused by a series of rotten rafters. These are in the process of being repaired, much to the relief of the third-floor residents including the *News* staff.

Another change introduced this summer — but one which will become fully effective over the winter months — is the abandonment of the old address plates in favour of punched cards and magnetic tape for the Society's records. Future mailings to the Society's 40,000-plus graduates and friends will be done directly from computer print-outs, a move designed to satisfy the Post Office's complicated pre-sorting requirements and the Society's need for a more selective approach to communications.

Two new faces (*see photos*) have joined the staff at Martlet House: JoAnne Cohen will be responsible for the Society's relations with students, and Harvey Schachter has joined the *News* as business manager (replacing John Ferrabee), and will also help temporarily with Branch work now that John LeBaron has left to take up a teaching post at Stanstead College.

JoAnne's work is closely connected with plans to review the whole of the Society's activities, in particular the part it plays and should play in the lives of students and graduates. One of Harvey's first assignments was to research and prepare the article on the history of discipline at McGill and the discussions now taking place on revisions to the code of student discipline. The article appears on page nineteen of this issue.

Our cover story on air pollution presented something of a problem: how to illustrate a subject which, in its most dangerous forms, is invisible. Although air pollution can occur in the form of particles of dust and other matter, the most serious pollutants are gases — and therefore difficult to photograph. Any number of photographs are available showing smog-ridden cities enveloped in dark clouds of polluted air. What we wanted was something more terrible and menacing than one could achieve in a photograph. So we turned to the unique graphics of Nick Kolodka for the cover illustration and those accompanying the article.



Harvey Schachter
BCom '68



JoAnne Cohen
BA '68

Dr. David V. Bates, whose timely piece on air pollution leads off our features, is chairman of the department of physiology of the Faculty of Medicine at McGill. His concern for the problems of air pollution is reflected in his capacity as Chairman of the McGill Interdisciplinary Committee on Air Pollution, a group which he founded this year and which includes chemists, meteorologists, doctors and lawyers. Examining the problems from their various points of view, the committee members hope to marshall their facts and educate the community at large about the dangers of pollution.

A welcome finale to our summer holidays came with the news that the American Alumni Council has honoured the *McGill News* with awards in its 1968 Publications Competition. A "Distinctive Merit" citation was received for our coverage of student activities last year, and the portfolio of William Notman photographs (May, 1967) received a "Special Recognition" certificate. The photograph of the chained door in the Principal's office during last November's sit-in (November, 1967) was selected as one of the best photographs of the year in alumni publications.

On that happy note, we look forward to meeting as many graduates as possible on Reunion Weekend, October 24-27, which coincides with the triennial McGill Open House. □

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Credits read from left to right and/or top to bottom: Cover, Nicholas Kolodka; 1, B. M. Smith; 3, courtesy *Modern Medicine*, *Windsor Star*, Wallace R. Berry, Henri Dauman; 4, Chris F. Payne; 5, B. M. Smith; 6, 7, 8, 9, illustrations by Nicholas Kolodka; 10, B. M. Smith.

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Letters

I have read with some concern the student-administration impasse as it now stands on the McGill campus, and as a recent graduate wish to add my comments to those of other graduates published in previous editions of the *McGill News*.

It is my firm belief that protest is a good thing and a necessary thing in an actively thinking society; this does not, however, presuppose that all types of protest are good. Messrs. Fekete, Crago and Company should realize that the right of a student to protest involves a duty to maintain that protest within the boundaries of the law and common human decency and to respect the views of others. How dare 57 students and "faculty" take it upon themselves to demand policy with regard to "immoral employers?" What of the 14,943 other McGill students who do not give a damn about Vietnam and wish to get "immoral" jobs with Hawker Siddeley and Dow?

The main fault with our student protest movement is that they are becoming even more authoritarian than the society they condemn; they are now shouting so loud that they cannot even hear themselves.

Clive S. A. Edwards, Jr., BSc/Agr '67
Kingston, Ont.

I found your May edition very informative, especially as it concerned the question of grants to the universities by the Quebec government. As you may imagine, much of what is being said and done in Quebec with respect to language and culture seems undemocratic and reactionary to a Westerner.

I have often felt that the English-speaking sector of Quebec is in a very unfortunate position compared to that of the rest of Canada. It seems that the English-speaking people were developing Canada at a time when almost no one lived out here, and I can't imagine where the idea that they are a minority group in Canada could have come from in any rational area of thought, political or otherwise.

I am pleased to see the suggestion in the article on Provincial Grants that it is time for graduates to speak up when their University is being treated in a discriminatory manner. I propose to do just that at the next meeting of the Northern Alberta Branch. McGill has done a great deal for Canada and deserves better treatment than she is getting.

Dorothy Clancy, BA '49
Wetaskiwin, Alberta.

As a teacher, I was particularly interested in several articles which appeared in the May 1968 issue: "The University and Community Service," and the articles dealing with the plans for the establishment of English-speaking CEGEPS.

Among the problems facing the creation of the new Community and Junior Colleges, not the least will be those of recruiting suitably trained teachers. The role of the CEGEP instructor will be intermediate between the university professor and the high school teacher. He will not need the research credentials of a PhD degree, but he will require training in a subject field beyond the bachelor's degree now held by most high school teachers. It appears that the required qualifications of the CEGEP teacher will be a Master's degree in the subject he teaches.

Where such teachers will be drawn from remains a question. Although the universities can be expected to loan staff at the outset, this certainly cannot be considered a permanent arrangement. Ultimately, most CEGEP teachers will likely be drawn from the present ranks of high school teachers. Most of these recruits will be required to upgrade their qualifications. Unfortunately the opportunities for doing so in this province on a part-time basis are pitifully lacking — being almost entirely limited to programmes recently introduced by Sir George Williams University. McGill has historically avoided responsibility in this field.

It is in this regard that the article on McGill's Centre for Continuing Education was especially timely. McGill could indeed perform a "community service" by providing facilities to teachers to upgrade their qualifications on a part-time basis in this province. Yet it would appear that McGill has little intention of doing so, for the article states that "the Committee gave low priority to degree courses at night or to the possibility of daytime summer courses."

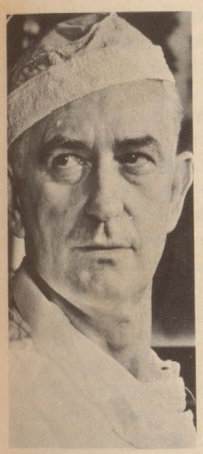
I cannot swallow the old chestnut that "the standard of the degree will fall." Surely the standards depend on the university and not on the efforts of the individual student. If the university demands that certain standards be maintained then they will, regardless if the degree is awarded on the basis of work completed during the summer or winter, or classes attended during the day or night.

I am aware that degrees in Education (as distinct from graduate degrees in academic departments) have been available on a part-time basis for many years. I was briefly encouraged a year ago when McGill introduced the Master of Education degree in teaching subjects. While not providing the training equal to an MA or MSc degree, the MEd degree appears to recognize the need for programmes providing advanced training in the academic disciplines. Yet, in a letter from Dean Wayne C. Hall, dated April 23rd, 1968, I was informed that "this degree stipulates a minimum of one year of full-time attendance." Therefore, while I have no idea of what courses are being planned by Prof. Gordon McElroy as the Faculty of Education's contribution to the Centre for Continuing Education, I see no evidence of a change of attitude.

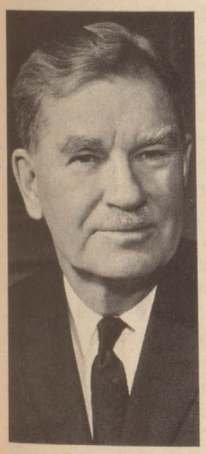
I am not impressed by McGill's latest entry into "community service." All that appears to have changed is the name — McGill's archaic policy lives on undiminished. McGill may add to the number of courses, which as the Editor notes, range "from operational calculus and matrix algebra to elementary sewing." I fear, however, the emphasis will likely remain on the latter type.

Robert G. Ewart, BSc '61
Otterburn Park, Que.

What the Martlet hears









Top, l. to r.: McGill doctors Rupert B. Turnbull, MD '40, and John Howie, MD '27, were the subjects of recent articles in the press.

Above left: Former Queen's Principal Dr. James A. Corry, who will join the Law Faculty this fall. At right, Joan Joseph Levy, BA '59, who has just completed her first book.

Graduates in the News

The ubiquitous Martlet which presides over this section of the *News* has come up with more than his usual share of interesting items about McGill graduates for this issue.

From the *Windsor Star*, columnist John Lindblad recently paid tribute to "one of the greats of public medicine in Canada" — Dr. John Howie, MD '27, who has retired as director and medical officer of health for the Metro Windsor-Essex County Health Unit. A Scotsman by birth, Dr. Howie came to Canada in 1908 and spent six years in Montreal's business world before pursuing a medical career at McGill. After graduating, he spent several years in India working to set up the Central Indian Missionary Hospital in Jabot. He returned to Canada in 1936, obtained his public health diploma from the University of Toronto, and moved on to Windsor.

Lindblad reports that "in the days when Howie began his work, MD's in the area . . . were about as provincial minded and closed-shop-like as you could get. An MD working for the city and giving . . . free treatment was regarded as a union-buster." Nevertheless, Dr. Howie's public health programmes included a wartime battle to clean up venereal disease in Windsor, a campaign to make the city healthier by fighting air and water pollution, and a free-for-all political scrap to persuade the city fathers to fluoridate the water. "Howie," the columnist concluded, "was h-e-a-l-t-h in Windsor."

What will Dr. Howie do in his retirement? "My wife and I will get some travel in, and then I'll get a long holiday, one I've been waiting for for a long time." After which, of course, he will busy himself with a campaign for crippled children and the Red Cross.

Another McGill doctor in the news is Dr. Rupert B. Turnbull, MD '40, head of the section of colonic and rectal surgery at the Cleveland Clinic Foundation. A former world champion power boat racer, Dr. Turnbull was the subject of a cover story in a recent issue of *Modern Medicine*.

The article quotes Dr. Turnbull as saying that "sometimes a turn of a stitch will make the difference between a sick and a well patient." The first turn of the stitch for which he became famous, it says, evolved from a casual conversation with a colleague and eventually led to a surgical technique known as the mucosal-grafted ileostomy, a procedure widely used today to cure a common stomal problem. His influence on current surgical practice was again demonstrated when Dr. Turnbull developed the so-called no-touch technique for removal of colon cancer.

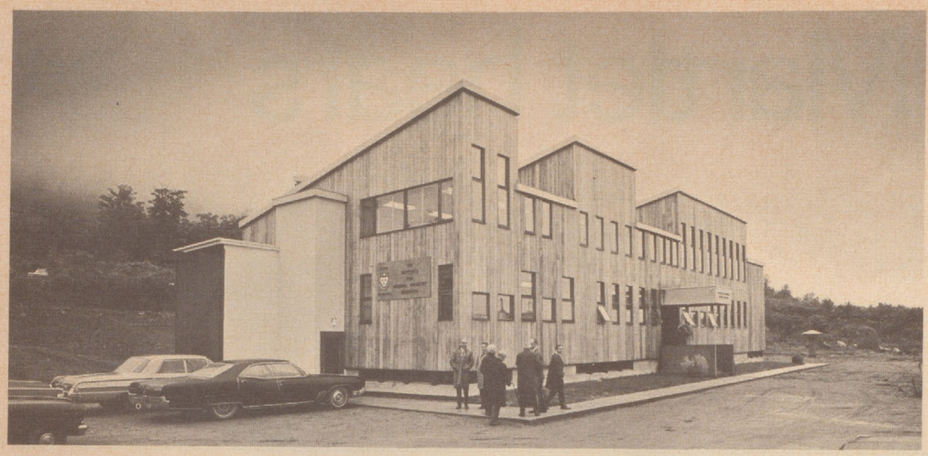
"The idea that manual manipulation of a tumor could cause spread of cancer was not new," he said. "As long ago as 1913, it was shown that by squeezing mouse tumors, the tumors could be spread." The success of the procedure which he first used in 1953 has been confirmed by a fifteen-year computer study. Dr. Turnbull's success with colon cancers has led him to look for ways of improving survival after surgery for cancer of the rectum. Currently, his most active work is in differentiating and defining inflammatory diseases of the colon, notably Crohn's disease and ulcerative colitis. In doing his clinical research, the surgeon is compiling what he believes is the largest series of inflammatory disease cases in a decade with the aid of computer analysis.

Dr. Turnbull believes that rehabilitation starts with the surgeon. "In rehabilitation surgery," he says, "you must spend time with the patients, because by amputation — which is what removal of the colon is — their lives are altered significantly, both socially and physically." Out of his personal efforts and interest in rehabilitation has grown a pioneering school for training a specific type of paramedical personnel.□

Peter and Joan

Peter the Great was only ten when, in 1682, he first became embroiled in an inter-family struggle for the Russian crown. Author Joan Joseph, BA '59, was only ten when she came from her native Tel Aviv, where she was born, to Montreal. Now the two have met, in a book entitled, appropriately enough, *Peter the Great*, which will be published in New York in September.

The multilingual author — seven languages, including Medieval Latin and Braide Scot — was a history major at McGill before going on to further her studies at the universities of Paris, Aix-Marseilles, Southern California and Miami. Her interest in Peter the Great was awakened in high school after reading about him and the other Russian "Greats", Frederick and Catherine. But, she says, "a lot had been written about Frederick and Catherine, but there wasn't much on Peter." Hence the inspiration for her book.





Left: The new Institute for Mineral Industry Research Building at Mont St. Hilaire.

Below: Doctoral student Chao-Cheng Ku explains to visitors how the analog computer is used to analyze magneto-telluric data from deep bore holes in the mountain.

Martlet/continued

Prior to her plunge into the world of publishing, Miss Joseph worked as a researcher for *Book of Knowledge* and the French encyclopaedia *La Jeunesse*. In collecting material for *Peter the Great* she visited many libraries, including Yale University, the Library of Congress, and the Redpath Library at McGill. Of the latter she says: "I spent quite a bit of time here; McGill has a marvellous collection of history."

Now a resident of New York City, Miss Joseph is completing her second biography for young adults. Pressed for details, she only smiles and says, "For the moment, that's a secret."□

Constitutional Law Expert Here

Dr. James A. Corry, recently retired Principal of Queen's University, has accepted an appointment to McGill's Law Faculty as visiting professor for the 1968-69 academic year. A noted expert in constitutional law, Dr. Corry — in conjunction with Prof. Noel Lyon — will give an advanced seminar in the subject and share another seminar on administrative law. Dean Cohen has expressed the hope that Dr. Corry will also give a series of lectures to the campus community on topics of general Canadian interest in his specialty.

A former Rhodes Scholar, Dr. Corry received his law degree from Oxford in 1927, and accepted an appointment to the Law Faculty at the University of Saskatchewan. His interest in constitutional law, politics and government led to his appointment as Hardy Professor of Political Science at Queen's in 1936. There, he served as Vice-Principal from 1951 until his installation as Principal in 1961.□

Mineral Industry Research Centre

McGill's Institute for Mineral Industry Research, a division of the University's department of mining engineering and applied geophysics, has a new building on the Gault Estate at Mont St. Hilaire. The facility provides roughly 12,000 sq. ft. for fundamental and applied research into the problems of the Canadian mineral industry, especially ground control, fragmentation and environmental control conditions.

"Although environmental conditions dominate and sometimes control mining operations, research in this area in Canada has been almost completely neglected until now," says Prof. F. T. M. White, director of the institute and head of the University department. Environmental factors studied will include ventilation, and noise and industrial dusts in confined spaces underground. Fragmentation studies will deal with explosive practice and rock perforation. Ground control involves soil and rock mechanics, and geodynamics (the behaviour of rocks under stress).

The institute will spearhead research into mining under arctic conditions, and will establish underground rock environments in Mont St. Hilaire itself. Field testing facilities will complement the standard laboratories, and special equipment such as a wind tunnel and an anechoic chamber will be built on location in the workshop. The institute's facilities have received generous financial assistance from the mining industry, and cooperative projects are to be planned.□

Faculty Appointments

The Faculty of Arts and Science has announced the appointment of Prof. Miles Wisenthal, MA '57, as Associate Dean of Student Affairs, succeeding Dr. E. J. Stansbury who moves up to Vice-Dean of the Faculty. Prof. John Trentman, chairman of the department of philosophy, has been named Vice-Dean of the humanities division.

Drs. L. E. Francis, DDS '49, and M. A. Rogers, DDS '40, have been appointed Assistant Deans in the Faculty of Dentistry, a move which is in line with the anticipated enlargement of the faculty to occur with construction of a proposed new building.

Present plans call for construction to start in the spring of 1970 near the Montreal General Hospital. The building, which will allow for a doubling in size of the undergraduate class, should be complete by fall 1971.

As assistant dean in charge of graduate studies and research, Dr. Francis will be responsible for establishing the new graduate programme which Dean James McCutcheon, BA '42, DDS '45, hopes will begin in 1970. Dr. Rogers' responsibility will be the undergraduate curriculum; he is also chairman of the planning and building committees for the new facilities.□

Centrex Installed

Time was when telephoning anyone at McGill from the outside world was a frustrating business. With thousands of calls clogging an overloaded switchboard, callers would sometimes wait through fifteen rings before an operator would answer. Even more infuriating for the wives and lovers of McGill nighthawks was the closing of the switchboard every night at six pm — not even an emergency could persuade the lone operator to put the call through.

Now, the few faculty members or graduate students who would prefer to remain incommunicado in their offices at nights or on weekends may have their peace disturbed, thanks to Centrex, the new telephone system installed at McGill in August by Bell Canada. Described as a "direct in-dialing" system, Centrex permits outside callers to dial any University local directly, thus avoiding going through a

Below: Montreal sculptor Germain Bergeron's La Sorcière *keeps watch on the Redpath Library terrace. The work is one of several on the campus which have been rented from the artists by the University's Visual Arts Project Committee.*



switchboard. Regular seven-digit numbers are now listed in the Montreal telephone directory for each office or department; interdepartmental calls are made by dialing the last four digits as listed in the new University directory.

The Centrex system allows for unlimited growth as McGill expands its facilities in future. Although the former switchboard has gone, a general information number has been maintained (392-4311) to assist callers. The general information number for the Graduates' Society is 392-4805.□

He Talks to the Animals

Seal talk, reported Philip Smith in a recent issue of *Weekend Magazine*, is "an eerie sound, sudden and chilling. A wail as unnerving as a wolf howling in the night. . ." And the man whose business it is to listen to these banshee-like sounds from the sea is Dr. Keith Ronald, BSc/Agr '53, MSc '56, PhD '58, chairman of the zoology department at the University of Guelph.

Dr. Ronald, it turns out, heads a team of researchers probing the mysteries of the harp seal — the same wide-eyed furry creatures which are slaughtered annually by the thousands in the Gulf of St. Lawrence. He first became interested in seals while working as a marine pathologist for the Quebec Department of Fisheries, and chose harp seals for his research because little is known about this common Canadian species.

Recording seal sounds is only one part of the research programme which includes studies of the mammals' circulatory system and eye structures. "Talking" to the seals is another matter — already Dr. Ronald has found that they have an uncanny ability to hear high frequencies under water. "I can hear from 100 to 14,000 cycles," he says, "But seals can hear at least 168,000 cycles per second, ten times higher than the average human." That's as high as Dr. Ronald's present equipment will go.□

Air pollution in perspective

A scientist's view of the smoke-begrimed legacy of Man's industrial revolution, and what we must do to clean up the air we breathe.

by Dr. David V. Bates

The official British government report on the London smog episode of 1952 made a comparison between the excess mortality of between 3,500 and 4,000 people in that disaster, and the number of deaths which occurred in the London administrative county during the influenza epidemic of 1918 and the cholera epidemic of 1854. The mortality occurring in the population when each of these disasters was at its height was roughly the same. This illustrates the evident fact that we have moved out of a long era of mass disasters due to natural disease, and are entering an age in which the major health problems in the industrial west are mortality occurring as a consequence of man's actions, as in the case of the automobile, the cigarette, and air pollution.

Smallpox was being brought under control in my grandfather's day; my father, who was a general practitioner, saw the control of diphtheria, scarlet fever, and pneumonia as major fatal diseases; and in my generation we have seen poliomyelitis, typhoid fever, tuberculosis and malaria, if not completely controlled, at least brought to within easily manageable dimensions. With the elaboration of man's technology we are now beginning to see that the future holds new problems for us which must be seriously dealt with before they are allowed to reach the proportions of the older scourges. One of these is air pollution. You may argue that it is not the most important, that world famine and population control are far more dangerous. I would agree with you, but remind you that it is vital to take all these problems seriously before they have snowballed and become unmanageable.

How important and how serious is air pollution? There are at least four different aspects of air pollution which must be distinguished from each other, since no generalization covers all of them. The first is the problem of metropolitan or city air pollution in towns such as London, Sheffield, New York or Montreal.

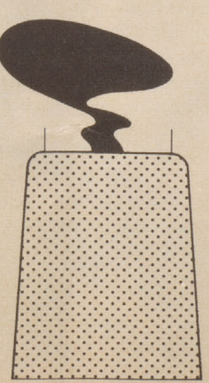
The Cities and Smog

In cities, the occurrence of particular episodes of pollution is critically dependent on meteorological conditions. In any large city a few days of maintained temperature inversion, in which the atmosphere over the city is trapped, are enough to cause comments in the newspapers and even some general alarm.

Gross particulate air pollution may be measured as the dustfall, and the units used for a city are tons per square mile per month. For Montreal, this figure is approximately twenty-four. This is, however, not a particularly good measure, since most of the particles which constitute this deposit are large and, although causing inconvenience, they probably do not represent much of a health hazard.

By and large the problems of such cities are entirely caused by the burning of fuel of one kind or another, and the general level of air pollution is very closely related to the type and quantity of fuel combustion in the area. Natural gas is about the only natural fuel which contains very little sulphur. The London smog episode was largely caused by coal burning appliances, and the blame for the tremendous concentration of smoke and sulphur dioxide which occurred rested about equally between domestic consumers of coal and industry.

If there is much industry around a major city, as is often the case, large numbers of unusual substances may be identified in the air in minute quantities. More than 20 metallic elements have been identified as minute particulate air pollution constituents. These include silicon, calcium, aluminum, and iron; and even magnesium, copper, and zinc occur in moderately high concentrations in some areas. Lead is a special case since it is put out into the air from automobile exhaust because lead compounds are widely used in gasoline. It has been shown in the U.S. that the amount of lead in the blood of normal individuals is directly related to the proximity of their houses to a major highway. It is not believed that these small quantities are harmful to health, but there is concern that unless steps are taken to reduce the lead being added to gasoline, the build-up may reach serious levels. Recently, the presence of asbestos fibres has been confirmed in the lungs of city dwellers in Capetown, Montreal and other centres. These may be coming from automobile brake linings.



The second type of air pollution, which is different in kind and quality from any other, is the phenomenon which occurs in Los Angeles. This city is surrounded by hills which tend to keep the air stagnant over it, and is far enough south that the sun is a good deal hotter than over other major cities. Los Angeles County is distinguished by an immense number of automobiles: five and a half million gallons of gasoline are burned in the area every twenty-four hours. The effects of the strong sunlight produce a unique and complicated series of chemical reactions over Los Angeles, which convert the products of automobile exhaust into highly irritating compounds; it is these secondary products which cause soreness of the eyes and throat. Measurable quantities of ozone are also produced, and this acts as a general irritant. The citizens are somewhat sensitive to criticism of this aspect of their city, and it was a Los Angeles news reporter who defined smog as "a dirty word invented by tourists who insist on breathing."

It is not yet clear whether this particular type of air pollution has any specifically deleterious effects, but the levels of these substances in the air are steadily rising in spite of the stringent control legislation which has been introduced by California to help to control it. The legislators are not yet keeping pace with the growth of the city and the increase in the amount of gasoline being burned.

Industry and Atmospheric Pollution

The third type of general air pollution is that concerned with special industries. These always receive a good deal of attention since some of them, particularly chemical industries, produce large quantities of substances such as sulphur dioxide. An average refinery may produce as much as 450 tons of sulphur per day. There are, of course, more dangerous chemicals and substances, and a recent CBC programme dealt with fluorine apparently being distributed over the countryside from a plant in Ontario. Where industry is very heavily concentrated, as in the midlands of England or in the Yokohama district of Japan or in New Jersey, the mixture of complicated chemicals may be enormous and there is

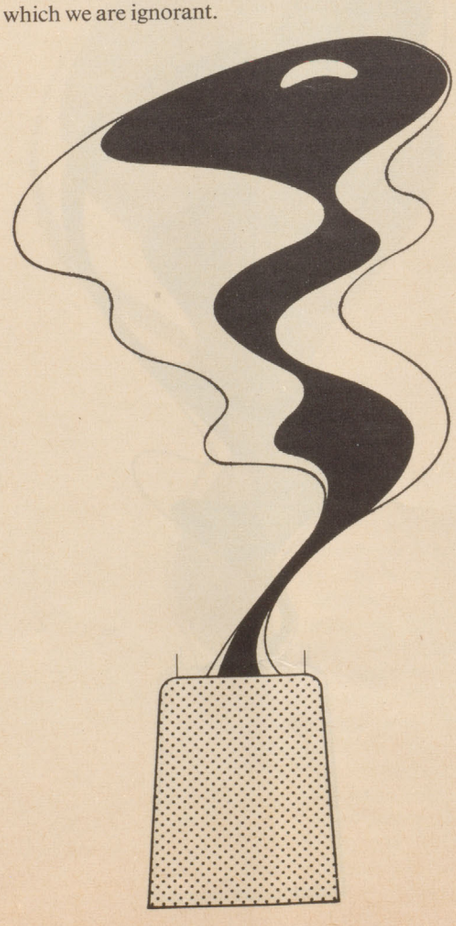
nothing simple about the chemistry of the air in such regions.

Fourthly, there are the total effects of man's indiscriminate pollution of the atmosphere on vegetation and animals, and in the longer term, its possible influence of altering the earth's climate. Certain types of plants are particularly sensitive to specific kinds of pollution: the gladiolus, for some reason, is very sensitive to fluorine, more sensitive than most routine chemical methods of detection; the white petunia is sensitive to the presence of oxidants in the air such as those produced by automobile exhaust and the effect of sunlight. The same is also true of different types of beans and grapes. In the environment of Los Angeles it has been shown that the prevailing levels of oxidant prevent citrus trees from bearing fruit, and produce visible damage on the leaves of the avocado pear and on many other plants in the area. The scorched area downwind of the nickel refining plant at Sudbury furnishes other examples of comparative sensitivity and resistance of different plants to sulphur dioxide; SO_2 can be detected at least fifty miles downwind of the plant.

Man's pollution of the air has produced some bizarre effects. For example, in the midlands of England there is a certain type of moth which depends for its camouflage on its similarity to the bark of a particular type of tree. Naturalists have found that in this region the trees are blackened by soot, and that over the period of years since the industrial revolution in the midlands, this species of moth has changed its wing colouring to adapt to the artificial change of the trees. The same butterfly in other regions still has the original lighter wing colour.

These are curiosities, but much more serious are the possible longer term effects of localised air pollution, and these do cause general concern. For example, it has recently been found that the sulphur dioxide being emitted in the Ruhr Valley in Germany and also in Britain is blowing across Scandinavia, causing the rivers and streams to become more acid. Workers in Stockholm have been able to show that there has been a steady increase in the accumulation of mercury in the fish of the rivers of Scandinavia, which is directly attributable to the change of the acidity of the water, which in turn is believed to be due to the sulphur dioxide blowing across Scandinavia.

Some scientists are seriously concerned that the continued burning of fossil fuels on the scale which man has permitted in the past will lead to an increase of carbon dioxide in the atmosphere which will have a direct effect on the climate of the earth. There is also concern that the production of particulate pollution will influence climate, and I have recently heard evidence presented that the trend of warming of the earth, which was steady and continuous from 1850 to 1950, took a down turn in 1951 and is continuing with great rapidity. It is thought possible that this is due to particulate pollution in the atmosphere of the earth, in which case man is unwittingly altering the climate in which he will have to live. There is considerable dispute about the validity of these observations since little is known about the natural oscillations of the earth's temperature, and there may, of course, be other phenomena at work of which we are ignorant.



Long-term Effects

This very brief review of an incredibly complicated subject brings me back to consider the situation in an average city. Much erroneous information is given about this, and it varies from alarmist statements that lung cancer is due to air pollution (for which there is not the slightest evidence and indeed a good deal of evidence the other way), to sedative statements by embarrassed health ministers that there really is not yet any serious problem. Certainly Montreal and probably even New York are not in imminent danger of the kind of major disaster which occurred in London in 1952, and it seems likely that the Clean Air Act, brought in in Britain in 1956, will prevent another recurrence of a disaster of that magnitude in London.

However, we know very little of the long-term effects of air pollution on people's health; and it is much too facile a view to pretend that because no major disasters occur, the cumulative problem of pollution on a national or city basis is not a serious one. It is known for example that in London the symptoms of people with some forms of chronic lung disease are closely related to smoke concentration which exists on different days, and no one denies that pollution aggravates existing lung trouble of this sort. It has recently been shown that the prevalence of lung infections in children below the age of 15 in Britain is very closely related to the degree of air pollution of the district in which they live, and bears no relationship to the economic level of the family. We know that modern industrial cities are experiencing an alarming increase in the incidence of some types of chronic lung disease, notably chronic bronchitis and emphysema, and although we are sure that a major part of this increase is attributable to the cigarette smoking habits of the population, we cannot be quite confident that it is entirely due to this factor. In any event, if cigarettes are responsible for producing some known level of chronic bronchitis, it is very likely, if not certain, that a high level of ambient air pollution will aggravate the condition.

Air Pollution in Montreal

It is thus clearly inadequate to consider only the effects of air pollution in relation to a specific event of higher than average levels of pollution in a major city. If you have looked

Air pollution/continued

at the evidence you are not reassured when the Minister of Health chooses to describe a particular level of one particular pollutant in Montreal as "not dangerous." In a real sense a statement of this kind is an evasion of the central issue. Montreal has grown considerably between 1961 and 1966, but over this period has reduced the amount of coal burnt as fuel. Consequently, between 1959 and 1966, the insoluble dustfall declined from 47 tons per square mile a month to 24 tons per square mile per month. However, between 1961 and 1966 — a five-year period — the emission of oxides of sulphur increased from 547 tons per day to 755 tons per day, oxides of nitrogen from 285 tons per day to 429 tons per day, and carbon monoxide from 2341 tons per day to 3449 tons per day. Tonnage of these gases represents a formidable volume! It does not take any remarkable powers of extrapolation to predict what would occur by the year 2000 if Montreal's population grew to 7 million people, and the discharge of pollutants per head of population remained at its present level. Nor need one launch an elaborate research project to explain why the commuter now often views Montreal sitting under a brownish-purple cloud of chemicals on certain mornings, something not observable 20 years ago.

Political and Legislative Problems

There are three different issues which problems of this kind raise: The first is to ask the question whether these increasing consequences of man's technology are outrunning our capability to deal with them. Certainly our present political and legislative systems are based on a balance between relative pressures. An industry can bring subtle and overt pressure on government, whether municipal or federal, to deter the politician from encouraging effective legislation and insisting that it be enforced. The industrialist can plead that control measures will increase the cost of his product to the public and be detrimental to the national economy, and even possibly disastrous to the employment of people in the local area. The special devices insisted upon in Los Angeles to control automobile exhaust cost $90 each and have reluctantly been agreed to by the industry. We do not seem to have reached yet a stage in which any other form of decision is possible except one which is a balance between that kind of pressure, and the general pressure which citizens of all kinds can exert on government.



It is probably facile to hope that some more efficient way will be found to settle such questions. In Canada, we have an additional problem in that the comparative responsibilities of the federal, provincial, and city governments in the matter of air pollution are not fully understood. In a matter where independent action is difficult and where some sort of national programme is needed to prevent an industry simply moving from an area of strict legislative control to an area of less strict supervision, it is particularly necessary that co-ordination and discussion should occur on this matter. Air pollution is one example of a growing public problem for the proper control of which we do not have the right legislative and political machinery.

The second issue is the difficult problem of the needs of a particular industry versus the interest of the community. Industry can always threaten that legislation will increase the price of its product or even put it out of business, and in the last resort, there must be some decision concerning the reasonability of control methods and their impact on any given section of industry. One cannot easily resolve such questions as, "How would you balance a minor health risk to the total community on the basis of air pollution, against a 5% cut in the standard of living which would be caused by effective legislation to produce clear air?" Nevertheless, the cost of controlling pollution is always heavy, whether viewed from a particular industry which is being required to clean its effluent before discharging it into the atmosphere, or whether you regard it as a $90 tax on the owner of every automobile. Somebody has to pay, and no method of pollution control is cost free.

Detailed consideration of these issues might be better helped if government established a joint advisory committee between industry, independent scientists, and officials concerned with public health in the district. Specific problems might be first considered behind closed doors before being ventilated, usually in highly partisan or ignorant ways, in the daily press. Once again, we do not seem to have the right machinery for a calm look at the facts of a given situation from the point of view of advice to government.

I have little doubt that legislation will have to be stricter. If we are unwilling to look forward to a progressive worsening of air



pollution, then the freedom of everyone to push effluent into the atmosphere without detailed notification to someone of what it contains, must be restricted; and automobiles will almost certainly have to be modified.

Thirdly, it is of importance to consider the role of the independent scientist in a major public issue of this kind. Anyone working, however remotely, on any aspect of the problem of air pollution finds that he is continuously pushed by journalists and television media to make the sensational overstatement which will hit the headlines. He has to learn to stick to the evidence and to try and insist that everyone else in this matter sticks to the evidence and doesn't deny the existence of the problem nor exaggerate its importance.

There is tremendous difficulty in establishing safe levels of these complex compounds for the population as a whole to breathe. Are we considering for example, only people who are basically healthy? Are we concerned that a given concentration of sulphur dioxide would be dangerous to someone whose lungs had already been damaged, perhaps as the result of cigarettes, but not to a normal person? Ought we to set up mechanisms for the sensitive detection of whether the health of a population is indeed being affected by air pollution? The independent investigator may end up so exasperated with the apparent lack of concern of a particular industry for public welfare, or the attempts by a group of industries to prevent proper evidence being secured, that his judgement may be disordered, and he may easily be tempted into an exaggerated statement of the kind the news media are waiting for. His responsibility is neither to exaggerate nor to conceal, but to try and initiate studies to answer some of the difficult questions which at the moment are not answerable, and to enter the public lists only when flagrant misstatements appear. In 1964, at a meeting of the American Association for the Advancement of Science in Montreal, Lord Brain, President of the Royal College of Physicians of London, gave an address entitled "Science and Anti-science." This is one paragraph from his speech:

"The evolution of the human race is now threatened by a failure of integration. That integration is a social function, necessary both within individual national societies, and in the interest of our common humanity, between those societies. Our present crises have been partly produced by the activities of scientists. Scientists therefore must seize every opportunity to bring home to those who make the practical decisions about social organization the urgency of the problems with which they are faced and their true nature; and they can themselves contribute to their solution."

The increasing problem of air pollution in major cities is one which deserves careful study and an essentially objective and scientific approach. Where there is a failure to enforce existing legislation, an informed public opinion can be very useful in insisting that such control measures as have been introduced onto the statute book are in fact made effective.

We have to reconsider the quality of life in Western society, and I suppose in the general sense this is what our rebellious young people are telling us has been deficient, or perhaps that we have respected it too little. An important part in maintaining that quality is to insist that our city living is not patterned on the smoke-begrimed legacy of the Industrial Revolution, but in all its aspects (and the cleanliness of the air we breathe is certainly an important one of these), is continuously improved rather than allowed to deteriorate.

One can see now that the solution of problems of automobile deaths or of air pollution demands far higher integration of function within society than was necessary in the days when a bacteriologist working alone in his laboratory could solve the problem of tuberculosis. Social cures will be needed for diseases of society, and completely new working interrelationships will be required between different levels of society than have been necessary in the past. This is the lesson the politicians have been very slow to learn. Partisan and prejudiced publicity must give way to new ways of communication — communication between scientists, industrialists, politicians, and the general public, who can play an important part by insisting on careful monitoring, factual reporting, and legislative action.

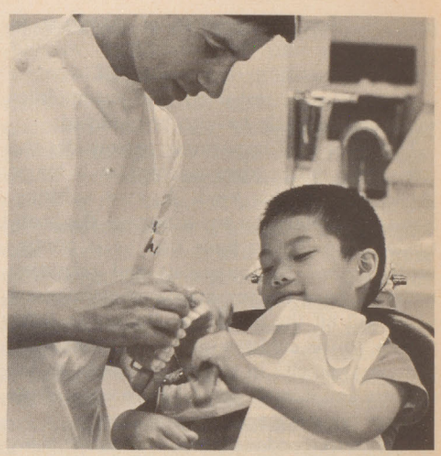
Air pollution involves engineers, meteorologists, economists, lawyers, physicians, and politicians. If cities are allowed to grow and air pollution is uncontrolled, we know that the level of pollution is certain to increase, and there are many reasons for urging that this must not be allowed to occur. Modern industrial society will need to deploy all its potential in the solution of problems which have largely arisen as a result of its previous technological triumphs. May our society prove itself equal to this challenge! □

Summer clinic helps young Montrealers

Dental programme provides care for thousands of Montreal's needy children — and jobs for would-be dentists.

Right, students collaborate on a tricky repair job for a young girl. At far right (top) fourth-year student Art Felgar provides tooth brushing instruction for his patient, one of many to attend the clinic (bottom).







For some 2172 children this summer, brushing after every meal may have become a habit — at least, such is the hope of Dr. Gerard Weinlander, DDS '61, director of the Children's Summer Dental Programme at the Montreal General Hospital.

Sponsored jointly by McGill's Faculty of Dentistry and the MGH, the programme was aimed at making parents in Montreal's lower income brackets aware of the need for regular attention to their children's teeth, and at motivating the kids themselves to strive for good oral health by eating sensibly and brushing regularly. Now in its second year, the programme was a huge success, extending diagnostic, educational and preventive services to nearly twice as many children as in 1967.

Modelled on a similar scheme started in 1965 by the University of Montreal, McGill's programme employed thirty-eight second and third year dental students to do the actual work. From June through August, the students cared for their young patients under the supervision of recent graduates and regular staff instructors. Each child (referred to the clinic by local school boards, public health and other service agencies) was given an examination, X-rays, a thorough teeth cleaning, and fluoride treatments. Toothbrush and toothpaste kits were provided free, along with educational literature for each child to take home. Further restorative work was also undertaken at the clinic (over 3,000 fillings were done this summer), but the more severe cases were referred to year-around clinics.

Financing came largely from a $50,000 grant from the provincial Ministry of Health, which paid for the students' and supervisors' salaries, supplies and transportation for the children. McGill and the MGH supplied the teaching facilities of the Faculty of Dentistry as well as the director's salary and those of his assistants.

Although the summer programme is described as an "examination and preventive service" only, its success has benefitted both the students and their patients. Says Dr. E. R. Ambrose, DDS '50, a member of the organizing committee: "We think of the project as community dentistry, relating the dental student to his community and giving him practical experience during his training." Faculty Dean J. McCutcheon, BA '42, DDS '45, lauds the provincial government for its support. "The government," he says, "deserves real credit for backing this project. For many of these children, this would be their first meaningful exposure to a dentist and the concepts of good oral hygiene."

Dr. Weinlander is also emphatic on the educational aspect of his programme. "In many cases," he states, "parents of these children were never exposed to this kind of education; they accept poor teeth as part of life." Laying much of the blame for the children's poor oral condition squarely on municipal governments who, he says, "are negligent about the introduction of fluoride into the drinking water," Dr. Weinlander asserts: "Most cavities can be prevented, and people must be made aware of this. They must also be motivated to place a higher priority on good dental care and assume financial responsibility for it."

Are the kids afraid of the dentist? Not a bit, says Dr. Weinlander. "Most come to the situation with a good sense of curiosity, and only a small percentage are fearful to start with. They soon lose their fear once they sit in the chair."

The day we were there, there wasn't a tear shed or a cry heard — just the quiet hum of thirty-eight drills, cleaning and repairing teeth for the children of Montreal. □

67 68 annual report



The Role of the McGill Fund

I am pleased to have this opportunity to write about recent developments at McGill. At the same time, I can re-emphasize the role of the McGill Fund, particularly in light of our current financial situation.

This University faces unprecedented challenges to its future growth and development. The press has reported in considerable detail the more dramatic happenings on campus — the student disturbances in reaction to the *Daily* affair, the matter of company recruitment visits, the whole question of student involvement in university government — and I know that for many, the picture they have of McGill is of a university out of control and in constant uproar. Added to these areas of real concern there is, of course, the threat of financial uncertainty imposed upon the University by the present system of allotting government grants.

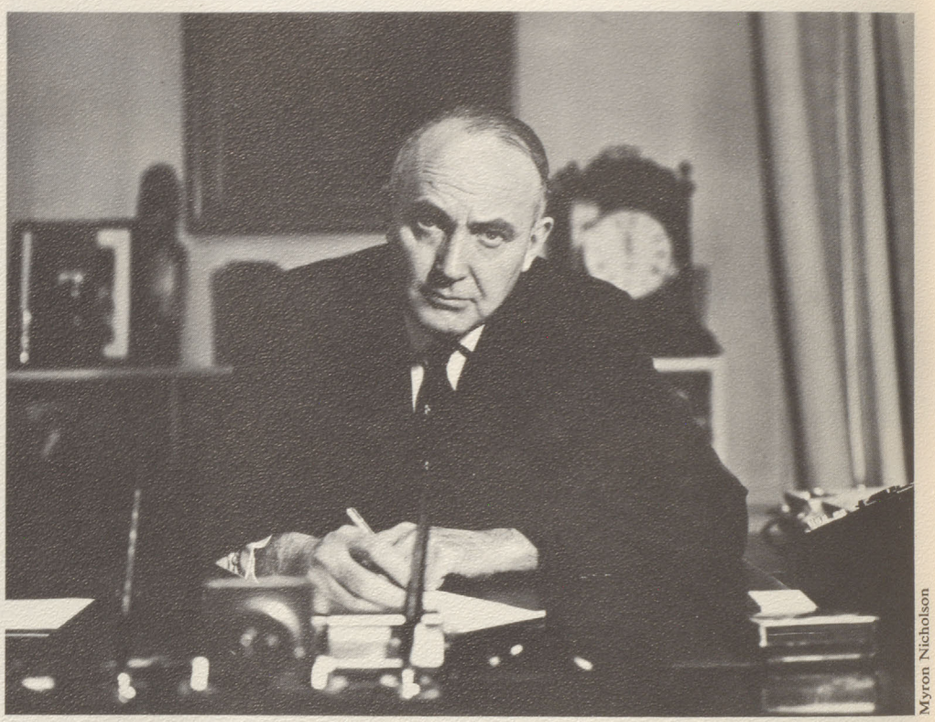
On the whole, I feel that the problems of the past year were resolved satisfactorily, but I can offer no assurances that new and even more serious situations will not develop after students return in September. We must be cognizant of the dramatic events resulting from worldwide student activism and unrest.

Important efforts are being undertaken by the various segments of the University to find solutions to its problems. This search is represented in the Senate-Governors study of university government structures and its recommendations are now being considered by students, faculty and graduates. It is seen in the extensive recommendations of the Senate Committee on the Communication of Information and in the work of the Tripartite Commission on the Nature of the University.

I place considerable faith in this quest for self-understanding and I have confidence that with this renewed commitment emerging within the campus, McGill is now better prepared to face the challenges of the future.

The University continues to develop academically, with particularly pleasing progress noted in the additions of highly qualified staff, the introduction of new programmes and the strengthening of all faculties.

I am pleased to report that the addition of four storeys to the McConnell Engineering Building, a new home for the McCord Museum and the Centennial Students Centre at Macdonald College were all completed during the 1967-68 session; the new McLennan Research Library is well on the way to completion by December; the Mining Research Institute at Mont St. Hilaire was officially opened in June, and the Weather Radar Observatory and the Magnet Laboratory will both begin operations shortly. In general, the physical plant is undergoing a constant refurbishing and up-dating.



Myron Nicholson

Unfortunately, the outlook on the financial side is not nearly so optimistic. McGill faces a $2.5 million deficit in its operating budget for 1968-69, in the wake of the Quebec Government's reduction of grants to the English-language universities. We are not sure how we are going to meet this substantial gap as there appears to be no chance of a supplemental grant from the Province.

The support we receive through the McGill Fund takes on even added significance now. The following report shows that $2 million in gifts was received in 1967-68. These funds have supported the Mining Engineering Programme, the Library, the development of instructional communications, student aid, faculty salaries and a number of other vital academic activities.

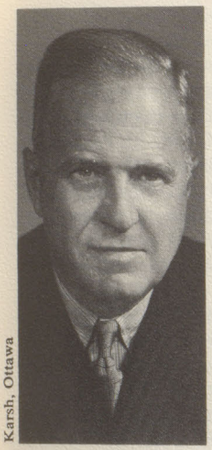
McGill, if it is to continue to serve higher education in this country in an important way, must be prepared to take many bold initiatives. Among them is to find ways of developing much greater support from sources other than government.

As I have stated confidence in the ability of McGill to work out its problems within the campus, I also have faith in obtaining this other support.

I want to thank you warmly for your own assistance to McGill last year and trust you will continue to support the progress of our University.□

Dr. H. Rocke Robertson,
Principal and Vice-Chancellor

The Fund Council: A Review



Karsh, Ottawa

Recapitulation of Corporations Programme as at May 31, 1968.

	Total Pledged	Total Paid	Pd. June 1, '67 to May 31, '68	Due 1968-69	Due 1969-70	Due 1970-71	Due 1971-74
Phase I	$4,302,550	$3,538,100	$ 730,200	$627,450	$ 62,500	$ 36,500	$ 38,000
Phase II	241,681	183,181	36,225	26,350	27,200	4,950	—
Phase III (A. & M.)	629,870	287,565	116,183	141,187	118,573	79,443	3,102
Phase IV (Toronto)	5,350	4,750	2,200	200	200	200	—
Mining Engineering Scholarships	457,500	365,000	94,500	50,500	42,000	—	—
Mining Engineering Department	195,020	127,020	40,000	32,000	36,000	—	—
	$5,831,971	$4,505,616	$1,019,308	$877,687	$286,473	$121,093	$ 41,102
McConnell Foundation for Post-Graduate Fellowship Programme	1,500,000						
	$7,331,971						

Results: 1967-68 Fiscal Year (June 1 - May 31)

	Donors	*Amount*
Alma Mater Fund (includes $100,000 Challenge Gift)	16,177	$ 828,152
Associates	737	$ 34,376
Parents	1,134	$ 30,155
Bequests	2	$ 3,719
Corporations	487	$1,019,308
Other	7	$ 6,425
	18,544	$2,122,135

This is the second McGill Fund Council Annual Report covering all phases of the Council's activities. I am pleased to report that, despite the difficulties mentioned by the Principal and with which we are all familiar, we have had a most successful year with new records being posted by the Alma Mater Fund (again aided by the anonymous $100,000 Challenge Gift), the Associates' and Parents' programmes. To Messrs. McRobie, Hatch and Leavitt, the respective chairmen of these funds, I extend my congratulations and thanks. Also, I wish to pay tribute to the magnificent efforts of Mr. J. G. Notman in the development of the Alma Mater Fund in its formative years.

Above are tabulated the yearly results of our Corporations Programme started in '63-'64 on a five-year basis which is now phasing out. Many Canadian corporations prefer to support capital or equipment projects rather than operating programmes, which is perfectly understandable. The fact that these corporations supported the McGill programme so handsomely during these past five difficult years while we struggled with the Province to obtain what we consider our fair share of operating funds is greatly to their credit, and McGill University is deeply indebted to them for their all-important help.

What of the future? The Alma Mater Fund has a study committee under Hugh Seybold looking into its operations and programmes. To my mind the Fund, when fully developed, should provide McGill with two million dollars yearly — as do the leading American university funds. The Alma Mater Fund is a programme in which we can justly take pride.

The Associates, and I am sure that this holds for the Parents, would prefer to contribute to some specific project of their own for McGill, and this will undoubtedly be the next development for these two funds.

Our concern about the future of our various programmes has prompted the University to retain the firm of George A. Brakeley & Co. Ltd., the fund-raising consultants who helped in both the '48 and '56 capital campaigns, to do an objective study of our overall operations with specific concern for the Corporations Programme. The study is to be completed and submitted to the Fund Council for its September meeting.

While this is taking place the University is studying its communications and public relations programmes in order to determine more clearly just what is its public image.

It is my belief that, despite the difficulties of the past year and those that lie ahead, McGill's graduates and friends have faith in the University and this report certainly indicates that this is so. □

T. R. McLagan,
Chairman, McGill Fund Council

Alma Mater Fund

Highlights of the Alma Mater Fund

- The Fund total - $828,152 - again exceeded that of the previous year (1966-67: $826,057).
- 40% of all graduates gave. In Canada 42% contributed, in the United States, 41%, overseas 12%. Overall average gift was $45.01.
- There were 1221 gifts of $100 and up totalling $429,339: thus 7.4% of the donors gave 59% of the total (not including the Challenge Gift).
- $6,613 was received in matching gifts from 45 companies with matching gift programmes. 73 graduates with these companies took advantage of this programme to double their gifts to McGill.
- The $100,000 Challenge Gift was realised for the second year on the basis of $131,902 received in new and increased gifts.
- With the completion of the 21st year of the Fund, the total subscribed since 1948 is $6,319,359.

Faculty Report 1967-68

Faculty	No. in Faculty	No. of Contrs.	% Part.	Faculty Total	Average Gift
Macdonald Agr. and Home Ec.	2,534	851	33.5	$ 14,825	$ 17.42
Architecture	535	237	44.2	9,059	38.22
Arts & Science Men	6,325	1,976	31.2	86,633	43.84
Arts & Science Women	6,343	2,716	42.8	54,018	19.88
Commerce	2,787	1,403	50.3	60,104	42.83
Dentistry	1,003	547	54.5	14,870	27.18
Diplomas	117	34	29.0	400	11.76
Divinity	160	47	29.3	509	10.84
Macdonald — Others	669	140	20.9	1,266	9.04
Engineering	6,768	2,968	43.8	157,380	53.02
Graduate Studies	3,437	774	22.5	14,858	19.19
Law	1,365	710	52.0	46,333	65.25
Library Science	689	153	22.2	2,108	13.78
Medicine	4,405	2,324	52.7	128,414	55.25
Music	167	42	25.1	467	11.11
Nursing	1,023	327	31.9	4,382	13.40
Education	848	312	36.7	4,743	15.20
Physio & O. T.	618	217	35.1	2,480	11.42
Social Work	721	314	43.5	10,135	32.27
Company Matching Gifts	73	45	61.6	6,613	146.95
Contributors	79	40	50.6	108,548	2,713.72
Total Faculties	40,657	16,177	40.0	728,152	45.01
Add Challenge Gift				100,000	
				$828,152	

Chairman Retires

D. R. McRobie retired as Alma Mater Fund Chairman on May 31st upon completion of his two-year term. $1,654,209 was raised in that period, 1966-68, and Mr. McRobie has expressed his thanks as follows: "On retiring as Alma Mater Fund Chairman, I cannot let the occasion pass without recording my appreciation for all the help provided by the hundreds of McGill graduates who worked so hard for the Fund on class and regional committees. The success of the last two years is most gratifying and graduates, supporters and workers alike, deserve much credit for the splendid accomplishment."

Succeeding Mr. McRobie is Lawrence G. McDougall, Q.C., BA '39, BCL '42.

Class Agents

Despite a rather difficult and trying year on the campus, our 500-plus Class Agents, with the help of their regional counterparts, increased their efforts on behalf of McGill to realize a new total, the highest yet.

Highlights included the School of Social Work Campaign, which was organized under the chairmanship of Mrs. Roselyn Sedlezky. $10,135, a 449% increase over the previous year, was donated by graduates and friends toward their five-year objective of $50,000 to commemorate the School's 50th anniversary.

In the reunion classes, Engineering '47, chaired by John C. F. MacLeod and R. E. J. Layton, surpassed its objective of $6,000 for an increase of 101% over 1966-67. Brock F. Clarke, Q.C., Law '42, and Arthur M. Weldon, Q.C., Law '37, lead their classes to success; Dr. Clarence Vosberg and his class of Dentistry '32 increased their class gift by 256%.

We were very sorry to lose by death four Class Agents who had served the Fund for many years: Walter C. Hyde, Arch '15, Dr. Alton Goldbloom, Med '16, Hugh A. Crombie, Eng '18 and David S. Korman, Com '54.

With 595 men and women now working in the Class Agent organization, we look forward to an even greater 1968-69.

The Montreal Telethon

As part of the Regional Campaign in Montreal a large-scale telethon was held on the evenings of May 6th, 7th and 9th from the downtown

offices of Eaton's and the Bell Telephone Company. 115 graduates volunteered to 'phone what turned out to be a total of 2,820 alumni in the greater Montreal area. This telephone approach gave graduates an opportunity to ask questions about the University and to express their opinions. 581 pledges were made for $15,225 plus another 378 pledges of unspecified amounts.

In Memoriam Gifts

A total of $1,030 was given last year in memory of deceased graduates. The first Class Memorial Fund to be established, Law '26, headed by the Honourable Mr. Justice G. B. Puddicombe, received gifts totalling $610.

Regions

The Regional Committees continued to be a source of strength for the development of a high level of participation of McGill graduates giving to the Alma Mater Fund. The Regional Campaign this year gave the Fund 1,468 donations, 9% of the total number of donations received. This represents an increase of 311 donations and 3% over the comparative figures for last year. A total of $28,215 was contributed to the Fund as a result of the Regional Campaign. Committees were organized in 150 regions with 800 workers.

For the first time this year campaigns were organized in Europe under the leadership of Charles M. Hart, BSc '65 in Belgium, and H. J. Nelson, BA '49 in the Netherlands. Although the number of graduates involved was not large it is a good beginning and one that we hope will develop further. The Belgium campaign in particular achieved 55% participation. In the Pacific, 55% participation was also achieved as a result of another 'first', Hawaii's regional committee with Dr. Thomas Richert, MD '38 in charge.

The Regional Campaign was carried to Montreal for the first time in many years with a well-organized Telethon held in May.

The general structure of the campaign remained the same as in 1966-67 but within the different regions some new techniques were adopted with considerable success. In Toronto, where Bruce Becker, BCom '46 is chairman and where the campaign has been organized for many years on the basis of Faculty teams, a new dimension was added this year with the creation of "company representatives", graduates who undertook to canvass all McGill alumni working in the same firm. This proved especially valuable when the company was one of the group adopting the Matching Gift Programme.

Allan Nelson, BEng '48, chairman of the Edmonton campaign and Gerry Diamond, BArch '51, president of the Edmonton Branch of the Graduates' Society, organized a very successful Regional Blitz in February and March. The co-operation between the branch president and the fund chairman evident in Edmonton was echoed by many regions in both Canada and the United States. We consider this to be a very healthy sign and hope it will continue.

In addition to the regional chairmen already mentioned we would like to thank the members of every committee who did so much to make the campaign a success this year.

Plans for the coming Fund year remain much the same, but every effort will be made to start many of the campaigns at an earlier date.□

Regional Participation

The Following Regions Equalled or Surpassed the Overall Average of 40% Participation in the 1967-68 Fund Year.

70% and over	60% and over	50% and over	40% and over
Glens Falls, N.Y.	Arkansas	Bathurst, N.B.	Akron, Ohio
Grand'mere, Que.	Knowlton, Que.	Belgium	Bedford, Que.
	Nevada	Chatham, N.B.	Boston, Mass.
	Shawinigan, Que.	Cleveland, Ohio	Bridgewater, N.S.
	Waterloo, Que.	Cowansville, Que.	Brome, Que.
		Deep River, Ont.	Buffalo, N.Y.
		District of Bedford	Calgary, Alta.
		Drummondville, Que.	Cape Breton, N.S.
		Fraser Valley, B.C.	Central Maine
		Granby, Que.	Cincinnati, Ohio
		Hartford & Northern Conn.	Edmonton, Alta.
		Hawaii	Fredericton, N.B.
		Milwaukee, Wisc.	Georgia
		New Glasgow, N.S.	Hamilton, Ont.
		New York — Westchester	Hawkesbury, Ont.
		Noranda, Que.	Kirkland Lake, Ont.
		Plattsburg, N.Y.	La Tuque, Que.
		Portland, Me.	Louisiana
		Rochester, N.Y.	Maryland
		St. Lawrence — North Shore	Mississippi
		St. Maurice Valley	Moncton, N.B.
		Syracuse-Ithaca, N.Y.	Montreal, Que.
		Tennessee	New Hampshire
		Trail, B.C.	New Jersey
		Truro, N.S.	New Mexico
		Val d'Or, Que.	Newport, Vt.
		White River, Vt.	N.Y.— Conn.
			N.Y. — Long Island
			Greater New York
			North Carolina
			Okanagan, B.C.
			Peterborough, Ont.
			Philadelphia, Pa.
			Pittsburgh, Pa.
			Port Hope, Ont.
			Poughkeepsie, N.Y.
			Prince George, B.C.
			Prince Rupert, B.C.
			Regina, Sask.
			Rhode Island
			St. Francis District
			San Diego, Calif.
			Schenectady, N.Y.
			Springfield, Mass.
			Toronto
			Utah
			Victoria, B.C.
			Washington, D.C.
			Washington State
			Windsor, Ont.

Other Funds

Bequests

From its modest beginning some eight years ago with the development of the Science '09 and '10 class bequest programmes, the McGill Bequest Programme has been making steady progress, and a number of interesting and useful bequests were received this past year.

I propose to enlarge the programme further and the Fund Council has approved the development of the McGill Alma Mater Endowment Fund. By means of this fund, graduates may leave in their wills a sufficient capital sum to ensure that their contributions to the Alma Mater Fund will be continued in perpetuity. I can think of no better way of increasing McGill's endowment fund.

Two further developments to report upon. During the year the University, through the Friends of McGill University Inc. in the United States, received its first Life Income Contract from Walter S. Atkinson, Med '14 of Watertown, New York. This and the promise of a second contract has led us to undertake a programme in the U.S.A. whereby our graduates will receive quarterly for the next two years a bulletin outlining various forms of bequests, life income and other forms of deferred giving schemes available under the tax laws of the U.S.A.

McGill University was founded as the result of a bequest and I firmly believe that its future growth can be immeasurably strengthened by thoughtful bequests. There can be no better, no finer way, of perpetuating one's interest in one's Alma Mater.

J. G. Notman,
Chairman,
Bequests Committee

The McGill Associates

The McGill Associates is a group of business and professional men interested in McGill.

The Associates donated a total of $34,376 this year, a considerable advance over the $28,049 of the previous year. (This total includes a substantial gift of $5,000.) The number of donors was down, however, by 58 people to 737. Our average gift this year stands at $39.12.

This year we held two dinner meetings. At the first of these President Claude Bissell of the University of Toronto spoke on "Universities at the Crossroads" and in the Spring, Professor Hugh MacLennan spoke on "Attitudes of Today's Students." We were unable to hold our "Meet the Faculty" events this year, as Redpath Hall was being used as a reading-room for the library.

Mr. G. Egerton Brown retired as Chairman of the Associates and Messrs. Richard L. Cooper, J. K. Finlayson, Allan Jamieson and Peter Turner, joined the Executive Committee this year. Other members of the Executive are: Mr. Frank E. Case, Mr. Derek H. Crossen, Mr. D. E. Kearney, Mr. Beaufort S. Lewis, Mr. George H. Scott, Mr. Harry Bennett, Mr. James E. Frosst and Mr. J. A. Wright.

In the coming year we intend to reintroduce our "Meet the Faculty" events as well as having the two dinner meetings. We hope also to embark on a campaign to increase membership in the Associates and thereby improve our support of McGill.

R. S. Leavitt,
Chairman,
McGill Associates

The Friends of McGill University Inc.

The Friends of McGill University Inc. was established in 1945 as a non-profit, charitable organization, in order to give graduates in the United States the benefit of income tax deductions for their contributions to McGill. It is incorporated under the laws of the State of New York and is empowered to issue receipts which are recognized by the Internal Revenue Service as tax deductible. As well, parents and other friends of the University in the United States make their gifts payable to "Friends of McGill."

The Corporation has a Board of Directors of thirteen: The president is Gordon V. Adams; vice-president, Thornley W. Hart, Com '37; treasurer, Harold W. Coulter, BCom '49; and secretary, Eleanor Henry Rossiter (Mrs. Ernest), BA '37, MA '39. The postal address is P.O. Box 533, Hempstead, N.Y. 11551.

Parents

As Chairman of the McGill Parents' Programme I am delighted to be able to report a decided increase this year both in the number of donations to the Parents' Fund and in the overall amount contributed.

At the end of the 1967-68 campaign a total of $30,155 had been given by 1,134 parents. This is 205 donations and $7,102 more than in the previous year. Since the Parents' Fund first began in 1963 slightly more than $80,000 has been contributed.

Joint meetings of parents and McGill graduates were held in many cities in Canada and the United States, to the mutual benefit of both groups.

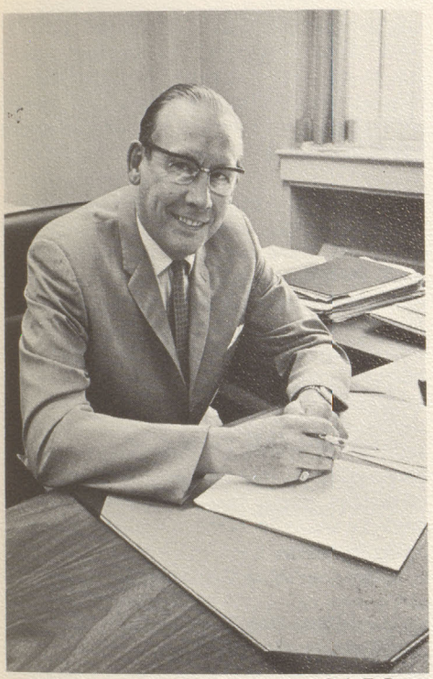
The Secretary for the Parents' Programme was able to answer many inquiries directed to him by parents from every corner of the world and we feel that in general parents have been brought into closer touch with McGill as a result. Parents contributing to the Fund will continue to receive the *McGill News*.

We hope that many parents will take advantage of McGill Open House during the weekend of October 24-27 to visit the campus and become better acquainted with the University.

My sincere thanks to the members of the Parents' Committee for their interest and support. □

H. Clifford Hatch,
Chairman,
Parents' Programme

Finances 1967-68



Chris F. Payne

Ever since the days of Sir William Dawson, finances have been a major concern of the University. Today, the preparation of the budget takes many months and, in fact, the preliminary estimates for 1969-70 have now been requested from the heads of departments.

McGill's expenditures in 1961, only $13 million, reached $33 million in 1968 and by 1970 are expected to be $47 million.

Why has it gone up so fast, and is there any limit?

A major factor is the growth of the University and all that it implies. Student enrolment has risen from 8,795 in 1961 to 15,141 in 1968. The faculty has been increased and the ratio of faculty members to students is now higher than it was eight years ago. The physical plant has been enlarged and much-needed new buildings provided. Maintenance costs have, accordingly, gone up. As well, it hardly seems necessary to point out the effect which inflation has had.

The president of the Ford Foundation, in talking about the future, has stated: "America must find ways to increase the academic budgets of its colleges and universities at a continuing rate of ten per cent a year, for as far ahead as the eye can see."

The sources of McGill's income have changed over the years. The major percentage now comes from the Provincial Government, which has allocated an amount of $18.8 million for 1969, compared with $5.2 million in 1961. Large as this may seem, it is a cut in the forecast grant, the details of which have been fully reported in the *McGill News*. Suffice it to repeat once more that the grant per student at McGill this coming year will be $1,225 compared with $1,971 for Laval and $2,175 for the University of Montreal.

Unless other sources of revenue are found to augment those we have at present, the deficit for 1969 will be as great as the previous eight years combined (cumulative deficit 1961 to 1968 — 2.6 million dollars). Our other sources of income have not increased proportionately. Endowment income has remained static and a great deal of it is restricted as to use; fees have not been increased since 1965-66.

What, then, of private support? Since the formation of the McGill Fund Council, gifts to McGill have risen to a level of $2 million annually. We shall continue to depend on the graduates and friends of the University and be grateful for their generous and increasing help. McGill is naturally hopeful that the growth of gifts will continue, and that the rate will rise. As the Principal remarked four years ago when the McGill Fund Council was first organized — "Voluntary support is the variable on which rest McGill's hopes for the future if it is to survive as a great university." That statement is even more valid today. □

Alan C. McColl,
Director of Finance

Eight Years of Growth and Change Financial and Other Highlights

	1961	*1966*	*1967*	*1968*
Students	8,795	12,728	14,090	14,654
Staff	503	795	897	956
Gift Income	0.7	2.5	2.1	2.1*
Fee Income	3.7	7.7	8.7	9.0*
Government Grant	5.3	7.7	10.1	14.5*
Grant Per Student				
McGill				1,020
Laval				1,939
Montreal				1,882
Expenditure (not inc. research)	13.4	24.2	28.1	33.4*

*Figures stated in millions of dollars.

McGill at a Glance

Date of Founding

In 1813, James McGill, a Scottish-born fur merchant of Montreal, bequeathed his country estate near the slopes of Mount Royal (forty-six acres) and the sum of £10,000 for the establishment of a college. In 1821, a Royal Charter was granted and in June 1829, the college was officially opened. The oldest faculty at McGill is Medicine.

Academic Divisions

Eleven Faculties: Agriculture, Arts and Science, Dentistry, Divinity, Education, Engineering, Graduate Studies and Research, Law, Management, Medicine and Music. Eight professional or specialized schools: Architecture, School of Human Communication Disorders, Graduate Nurses, Food Science, Library Science, Physical and Occupational Therapy, Preparatory School of Music, Social Work. Twenty-nine specialized Institutes, Centres, and Research Units.

The Centre for Continuing Education provides evening courses on the undergraduate level for university credit and for diplomas and certificates. A number of popular general interest courses are also offered.

The Summer Film Institute is run by the Department of English in conjunction with the National Film Board. Other Summer Schools provide courses in French, German, Geography, Education and Accountancy. Seminars are offered in executive and staff development and industrial relations.

Academic staff: 1500.

Constituent Colleges

Macdonald College at Ste. Anne de Bellevue, Quebec, was founded in 1907 by Sir William Macdonald. It is composed of the Faculty of Agriculture, School of Food Science, Faculty of Education and the Institute of Parasitology.

Royal Victoria College was created in 1899 for the education of women at McGill. All women undergraduates of McGill are members of this non-teaching college, the centre of women's activities.

Facilities and Services

The Montreal campus has an area of 149 acres and contains eighty-five buildings, including teaching and administration buildings, students' centre, and men's and women's residences accommodating 490 women and 825 men. Macdonald College, twenty-five miles west of Montreal, has an area of 1,635 acres with thirty buildings. Mont St. Hilaire, a property consisting of 2,285 acres, is used for research in the mineral industry and in meteorology, geography, geology, horticulture and entomology. Barbados, six acres, houses the Bellairs Research Institute.

Student services include health, counselling and placement services, and a student aid office.

Student Profile

In 1967-68, the student body numbered 15,141 (9,230 men, 5,911 women), of which 12,782 came from Canada, 889 from the United States, 1,060 from Commonwealth Countries, and 410 from other countries.

Graduate Profile

The total number of graduates is 44,733. The present number of graduates whose addresses are unknown — 1,627.

8.3% graduated before 1927; 21.9% between 1927-46, and 69.8% between 1947-68.

Libraries

Redpath Library and fifteen faculty or departmental libraries and numerous organized collections now contain approximately 1,500,000 volumes and pamphlets. The McLennan research library to the south of the present Redpath Library is to be completed this Fall. □

Members of the McGill Fund Council

E. P. Taylor, BSc '22
Honorary Chairman

T. R. McLagan, BSc '23
Chairman and Chairman, Corporations

Lawrence G. McDougall, Q.C., BA '39, BCL '42
Chairman, Alma Mater Fund

D. R. McRobie, BCom '34
Past Chairman, Alma Mater Fund

R. S. Leavitt
Chairman, McGill Associates

H. Clifford Hatch
Chairman, Parents

J. G. Notman, BSc '22
Chairman, Bequests

Howard I. Ross, BA '30
Chancellor

H. Rocke Robertson, BSc '32, MD '36
Principal and Vice-Chancellor

W. R. Eakin, BA '31, BCL '35
President, Graduates' Society

D. Lorne Gales, BA '32, BCL '35
Executive Director

Elizabeth B. McNab, BA '41
Associate Director

A. A. Tunis, BA '48
University Information Officer

The McGill Fund Council, 3618 University Street, Montreal 2, Quebec, Canada

Disciplinary system under fire

Criticism of the University's code of student discipline is forcing a revision of the whole disciplinary system at McGill

by Harvey Schachter

The Dean of Students, Dr. Cecil D. Solin, BA '37, MA '38, enjoys telling the story of the Oxford freshman who wanted to make a favourable start at university, and asked his Proctor, "What are the rules of conduct here?" Somewhat shocked, the Proctor replied: "We don't have any rules here — but if you break them you'll be in trouble."

Ironically, Dean Solin has had his share of troubles this past academic year precisely because McGill had never laid down any "rules of conduct" for the students to follow. As a member of the Senate Committee on Student Discipline which heard the cases of the editors and columnist involved in the now-famous *Daily* affair (as well as other cases of student misconduct), Dean Solin and the committee have been beset by the difficult and complex problems of administering a code of discipline which has been heavily criticized since last November. On the eve of a new University term, and with the promise of plenty of noise on the subject from left-wing student activists, the question of discipline on campus will be a key topic for discussion. More than that, it has become an urgent matter for McGill to revamp its current inadequate disciplinary structure, to enable it to deal with situations which may arise during the year. Some progress was made this summer, but there is much work still to be done.

A Historical Perspective

McGill old-timers — and most graduates — will recall that student discipline was never a "problem" on the campus in the old days. Misdemeanours serious enough to warrant the attention of the Principal were always handled directly by him, and it was enough to confront the steely gaze of a Sir Arthur Currie or a Frank Cyril James to bring the culprit into line. Perhaps the latter's darkest moment in the matter of University discipline came in 1943 when Dr. James suspended the *Daily* for two weeks as the result of a special issue put out by Commerce students which was judged "indecent". *Old McGill* of that year later reported that the students "revolted bitterly at the stand taken by the authorities" and protested the action " as a breach of a long established tradition of student self-government."

Not long after Dr. H. Rocke Robertson succeeded Dr. James as Principal, a feeling grew at McGill that something had to be done to codify the procedure for dealing with student disciplinary problems. Although Senate had always had the final word in cases involving academic matters such as cheating, no one knew who the University disciplinary officers were or, indeed, if there were any. The McGill Statutes, for example, stated that the Principal had the power "to suspend any member of the teaching staff . . . any officer or other employee . . ." for any cause which "in his opinion affects adversely . . . the general well-being of the University . . ." There was no mention of student discipline. Even today, the Statutes list the Warden of Royal Victoria College as the only person empowered "to make and administer all rules and regulations for the proper discipline, deportment and orderly conduct . . . of students *resident in the College* . . ." (italics mine).

Thus, in 1964, Senate set up a committee under the chairmanship of Peter Laing, Q.C., BA '35 with a mandate "to review and codify the University's student disciplinary procedure." Once the procedural code had been drafted it was sent to the Students' Society for comment and approval. There it stalled for over a year and Senate, tired of waiting, passed it without official student approval in December 1965. With passage of the "Code of Student Disciplinary Procedures", the offices of Dean of Students (one for McGill, one for Macdonald College) came into being.

Pleased with its efforts thus far, Senate then asked the Laing committee to deal with a second task, that of codifying a list of offences, a much more difficult and tricky problem. The committee held three meetings (at least one with students present), and mundane matters such as liquour in the residences, use of student titles, and whether or not women cheerleaders would be permitted to do cartwheels at football games were discussed. But as RVC Warden Helen Reynolds put it: "All this looked pretty dismal, and the job looked very large." The committee abandoned its efforts, and the chair never called another meeting.

The Laing committee's Code of Student Disciplinary Procedures is a complex document. Although it sets forth a structure for dealing with misdemeanours, it does not list specific offences. The highest disciplinary authority is the University Senate but it delegates responsibility in all areas (excepting appeals on suspensions and expulsions) to its own Committee on Student Discipline. The code details several disciplinary officers in two categories: "senior" and "residential". The former includes the Principal, Dean of Students and Faculty Deans, the latter the Wardens of the various residences. Cases are usually dealt with by the disciplinary officer with jurisdiction over the offence, but the committee has "the duty of hearing and disposing of" those cases referred to it by a disciplinary officer.

The Students' Council has authority over infractions of its own by-laws, and over offences committed by a student against University discipline; Council, however, is not permitted to deal with offences committed while a student was undergoing an examination or instruction under University supervision. Moreover, any case before it can be evoked by the Committee on Student Discipline.

Although the code was published in the *Student Handbook* in 1967, last November's *Daily* affair was the first instance in which it came to the attention of the majority of the members of the McGill community. For the first time, a code which had been drafted to regularize procedure in the occasional case of examination cheating or student pranks in the residences was forced to do additional duty in handling a morality charge (in the case of the *Daily* editors and especially in that of the columnist, John Fekete), and a form of civil disobedience (in the case of the students who broke into the Principal's office). At once, the code's inadequacies came under strong attack from all sectors of the University community.

Is the Code Outmoded?

One of the more articulate critics of the code is Claude-Armand Sheppard, BA '55, BCL '58, former president of the Quebec Civil Liberties Union, and the man who defended John Fekete. "The Fekete case," he claims, "showed that the McGill Administration has a lot to learn about basic judicial procedure. My general impression of the McGill disciplinary procedure is that it is a creaky, paternalistic system which reflects outmoded concepts and which is unsuited for the job. Discipline," he insists, "should be trusted entirely to a student tribunal, with or without some participation by the University as an appeal body. Students will do a much fairer and tougher job than the University without generating the tensions that exist in the current structure."

Sheppard would like to see the code list

Discipline/continued

specific infractions and thereby follow the cardinal legal principle of *nulle poena sine lege* (no penalty without a law). He would also entrust students with the task of actually defining the offences. "No penalties should exist for acts which are supposed to bring the University into disrepute," he says. "I would rather have 1,000 scholarly hippies graduate from McGill than have 1,000 gentlemanly non-scholars graduate."

Supporting the view that students should have a choice of a public or private hearing, Sheppard declares, "Secret justice is not justice. When the accused asks for a public hearing he can only be refused for one reason — the accusers are afraid." But, says Stephen Scott, BA '61, BCL '66, a lecturer in the Faculty of Law, "university committees are not courts of law and in an institution there is no 'right' to a public hearing." Noting that in a case tried in a court of law "the state is judge, jury and prosecutor," Scott in effect takes to task those who contend that McGill did not follow a course of action consistent with legal practice in the Fekete case. "The University," he adds, "went well out of its way to satisfy Mr. Fekete in many particulars where the courts do not require it."

Stanley Gray, BA '65, a lecturer in the department of political science and former chairman of the radical Students for a Democratic University, disagrees with that view. Writing in the *Daily* last March, Gray accused the Committee on Student Discipline of having violated the tenets of natural justice in six ways. The committee, he claimed, was both prosecutor and judge, and thus violated the student's "right to an impartial judge and to adversarial prosecution and defence." Further, the right to a public hearing was transgressed, the code did not list specific offenses subject to discipline, the committee was biased against Fekete since it had previously ruled on the merits of the contentious article in the case of the *Daily* editors, and the committee's counsel had participated in the formulation of the original charge and had deliberated with the committee in secret when Fekete was not there. Finally, Gray charged, "the committee never substantiated the charge or defined its content."

There have been cases in various countries where the courts have dealt with the subject of "natural justice" in the university. In the case of "Fernando *vs.* University of Ceylon", for example, the court laid down the rule that "an educational disciplinary committee has the duty to comply with natural justice." In another case, the judge ruled that the only requirements necessary to comply with natural justice were that the accused must know the nature of the accusation, he must be given a chance to state his case, and the tribunal should act in good faith.

In the face of all the criticism, the question arises: is the McGill code of procedure legal? "It may be legal," says Claude-Armand Sheppard, "but it is not just. The law is often as archaic as the institution it protects."

Civil Disobedience and McGill

The events of last year's Administration Building sit-in, and particularly the break-in and occupation of the Principal's office, have further pointed out the need for McGill to develop some means of handling acts of "civil disobedience," a term which Justice Abe Fortas has described as "a person's refusal to obey a law which he believes to be immoral or unconstitutional." Writing recently in the *New York Times*, Judge Fortas also describes another form of civil disobedience as "the violation of laws in order to publicize a protest and to bring pressure on the public or the government to accomplish purposes which have nothing to do with the law that is breached."

Prof. Philip Rhinelander of Stanford, a former lawyer turned professor of philosophy and humanities, has observed that history has given an honourable place to many people who have engaged in civil disobedience, such as Socrates, Ghandi and Martin Luther King. Prof. Rhinelander points out, however, that civil disobedience, by definition, is disobedience to the law and that there can be no legal justification for it. "The important question," he says, "is whether, and under what circumstances, there may be a *moral* justification for it."

In the context of the modern university, most students taking part in campus unrest are responding to what they feel is a higher moral obligation. At McGill, the break-in students recognized that they were "breaking the law" by invading Dr. Robertson's office, but felt they were protesting the injustice of the discipline committee and the system which produced it. As one protestor put it: "When the system is rotten and you need change, you are forced to take strong action . . . even if it means violence."

In its report on the case, the Committee on Student Discipline recognized that the students' action was taken because of frustration over the lack of communication and dissatisfaction with the system of authority and government in the University. The committee, however, fully endorsed the principle that "freedom of expression and the right to espouse causes is a precious heritage that must be preserved on university campuses," but that "force cannot be condoned in a free community because it denies the legitimate freedom of other members of the community."

Toward a New Disciplinary Code

What then of the future for McGill's disciplinary system? Despite an enrolment of over 15,000 students, McGill's "crime rate" is low: the Dean of Students handles about fifty minor cases of discipline per year, the faculties about a dozen, and the residences even fewer. Macdonald College has a different set-up from that on the Montreal campus; discipline is almost entirely in the hands of students through a hierarchy of student committees. The highest authority, however, is the same University Committee on Student Discipline which handles the Montreal cases.

One result of last year's furore has been the re-evaluation of the current structure. At the conclusion of the hearings, the Committee on Student Discipline reviewed the events and made recommendations to Senate towards improving the system. Senate, in turn, revived the dormant Laing committee and gave it the job of making recommendations on "student disciplinary policy and regulations and the publication thereof."

The Laing committee has been meeting regularly over the summer and, as we go to press, it seems likely that some form of interim code of regulations will be drafted by the beginning of the term. It may well be based on the code now being used by the University of California (*see box*), and work on a more permanent disciplinary structure will start this Fall, possibly by a tri-partite committee of students, faculty and administrators.

The Students' Society has been a thorn in the side of the Laing committee, which has been reluctant to proceed with any new code without student participation. The student executive at first refused to send representatives, claiming that the committee's composition was lop-sided in favour of the Administra-

McGill's Interim Code?

The McGill Committee on Student Disciplinary Regulations (Laing committee) will likely present the following University of California code to Senate as the basis for McGill's interim code of regulations. The committee has agreed that points 7, 10 and 12 should be modified or omitted:

A student enrolling in the University assumes an obligation to conduct himself in a manner compatible with the University's function as an educational institution. Misconduct for which students are subject to discipline falls into the following categories:

1. Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University;
2. Forgery, alteration, or misuse of University documents, records, or identification;
3. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities, including its public service functions, or of other authorized activities on University premises;
4. Physical abuse of any person on University-owned or controlled property or at University-sponsored or -supervised functions or conduct which threatens or endangers the health or safety of any such person;
5. Theft of or damage to property of the University or of a member of the University community or campus visitor;
6. Unauthorized entry to or use of University facilities;
7. Violation of University policies or of campus regulations concerning the registration of student organizations, the use of University facilities, or the time, place, and manner of public expression;
8. Use, possession, or distribution of narcotic or dangerous drugs, such as marijuana and lysergic acid diethylamide (LSD), except as expressly permitted by law;
9. Violation of rules governing residence in University-owned or -controlled property;
10. Disorderly conduct or lewd, indecent, or obscene conduct or expression on University-owned or -controlled property or at University-sponsored or -supervised functions;
11. Failure to comply with directions of University officials acting in the performance of their duties;
12. Conduct which adversely affects the student's suitability as a member of the academic community. □

tion, it deliberated in closed sessions, and the committee's aims were unacceptable. Indeed, the students even came up with a new concept of discipline. In a letter to Principal Robertson, Students' Society president Robert Hajaly stated: "We hold that a code of discipline applicable solely to students contradicts the concept of a university community. To be consistent with the principle of equality before the law we should replace the present student code with a University Code of Standards and Discipline, applicable to and drafted by all sectors of the university."

The Summer Committee of the Students' Council, a rather smaller group of councillors than the full body, backed Hajaly's demands but decided to send representatives anyway in the hope that disagreements could be ironed out. Then a student applications committee selected John Fekete as one of three representatives to the Laing committee. Apparently this was too much even for the summer Council which rebelled, voted down the application and decided not to send representatives until after school starts. Thus, the Laing committee is faced with drafting an interim code without the students, probably quashing any hope that the code will be accepted as legitimate by the student body.

As for the idea of a university-wide code, a sub-committee of the Laing group has met and concluded that it would be "desirable to explore the possibility of a university-wide code . . . applicable to all sections of the University community . . ." The idea has not been well accepted by some members of the community. Dr. Leo Yaphe, PhD '43, levels a strong blast at the concept: "Anyone who maintains that we are all equal here," he declares, "has no feeling of what a university is. Some people pay to come here and some are paid to come here. That is a differentiation." Commerce student Joel Raby, a member of this year's Council, says that "it is typical of the New Left that they should expect the University Administration which allows the students to enter the University, to be subject to discipline by the student body."

The presence of students on disciplinary bodies is hardly a revolutionary idea, however. At the Universities of Kansas and Michigan, for example, students are in the majority on such committees handling all discipline from parking offences on up. The Laing committee's willingness to re-structure itself along tri-partite lines and its desire that students participate in the formulation of disciplinary policy and its administration, suggest that students will definitely have a greater role to play in future disciplinary policy. One of the more interesting observations on the Laing committee's work comes from John Fekete himself. "My contract with the University is to do my academic work and what else I do, providing I don't stop other people from doing their work, is none of the University's business."

And, he adds, "If McGill has the courage, it is possible to set up a really humane set of procedures and I hope that McGill is willing to be the first. It is easy to say that New York University or Columbia has a certain code, and that we should make ours like theirs or even a bit more liberal. Let's develop a brand new code based on new concepts. There is a chance for McGill, in this situation, to lead." □

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'21

Mr. Justice Douglas Abbott, BCL '21, LLD '51, has retired after ten years as Chancellor of Bishop's University.

Norman H. Friedman, BCom '21, was elected a Fellow of the Royal Society of Arts, London, England.

'22

Dr. Louis J. Rosen, DDS '22, has been elected president for the coming year of the Canadian Academy of Endodontics, the branch of dentistry dealing with the soft tissues within the tooth.

'24

Anson C. McKim, BCom '24, BA '27, has been elected president of the Montreal Children's Hospital.

'28

Arnold J. Groleau, BSc '28, formerly executive vice-president, administration, Bell Canada, has been appointed executive vice-president, operations.

'30

Dr. J. C. Woodward, BSA '30, has been appointed assistant deputy minister for research in the Federal Department of Agriculture.

'31

Dr. Bernard Brodie, BSc (Arts) '31, chief of the laboratory of chemical pharmacology, National Heart Institute, was recently awarded an honorary Doctor of Medicine degree from the Karolinska Institutet in Stockholm.

Harold G. Young, BA '31, retired this summer after spending thirty-six years in the field of education as teacher, principal and senior member of the Quebec Department of Education.

'32

Paul Audet, Com '32, has been appointed special consultant to the Canadian management of The Prudential Assurance Co. Ltd.

'33

Jacques Bélanger, BCom '33, of the firm of Lorenzo Bélanger et Associés, chartered accountants of Montreal and Chicoutimi, has been appointed a member of the "Société d'Études Économiques et Comptables", a society of experts in accountancy registered on the board of Order in Paris, France.

Dr. Robert Nicholls, BSc '33, MSc '35, PhD '36, holds the position of associate dean (of student affairs) in McGill's Faculty of Graduate Studies and Research.

'34

E. L. Hamilton, BCom '34, is one of two newly-appointed executive vice-presidents of Canadian Industries Ltd.

'35

Lucien L'Allier, BEng '35, DSc '66, has been appointed a director of the Montreal Heart Institute.

'36

Leslie T. Ellyett, BCom '36, has been elected secretary of the Institute of Chartered Accountants of Quebec for a one-year term.

'37

Dr. Gerald Shane, BEng '37, MSc '38, PhD '40, has been appointed to the newly-created position of director, research, head office, Shell Canada Ltd.

'38

Dr. Wilfred J. Johnston, DDS '38, was made a Fellow of the Royal College of Dentists at the University of B.C.'s summer convocation.

Rt. Rev. E. S. Reed, MA '38, is one of two Canadians elected to the central committee of the World Council of Churches, which ended its fourth general assembly in Uppsala, Sweden in mid-July.

'39

Gerald Clark, BSc '39, has been named senior associate editor of the *Montreal Star*.

P. Gordon, BEng '39, former general manager of the head office manufacturing department of Shell Canada Ltd., has been appointed vice-president, manufacturing.

'40

M. N. Davies, BA '40, has been appointed to the newly-created post of vice-president, planning, Bell Canada.

C. F. Duff, BEng '40, has been elected vice-president, packaging, of Canadian International Paper Co.

'41

A. M. Aikin, BSc '41, PhD '49, has been appointed general manager marketing, Atomic

Energy of Canada Ltd., which is now the government marketing agent overseas for Canadian nuclear power plants.

Desmond M. Donaldson, BEng '41, has been appointed to the office of vice-president, Long Manufacturing Division, Borg-Warner (Canada) Ltd.

Dr. Virginia Murray, BLS '41, is the new director of McGill's Graduate School of Library Science.

Dr. Harry Oxorn, BA '41, Dip Obs & Gyn '51, has been appointed obstetrician and gynaecologist-in-chief at the Reddy Memorial Hospital.

'42

Dr. Maurice Haimovitch, DipSW '42, has been promoted from professor to Dean of the School of Social Work at the University of Southern California.

Dr. James A. F. Stevenson, BA '37, MA '38, MD '42, professor and head of physiology at the University of Western Ontario, has been elected a Fellow of the Royal Society of Canada. He has also recently been elected a vice-president of the Biological Council of Canada. This summer he was invited by the Slovak Academy of Science to visit Czechoslovakia to lecture on the control systems concerned with food and water intake.

'43

Dr. Raymond G. D. Ayoub, BSc '43, MSc '46, professor of mathematics, has been named head of the department of mathematics at Pennsylvania State University.

H. Morrey Cross, BEng '43, has been appointed managing director of the C. H. Johnson group of companies in the U.K.

A. J. de Grandpré, BCL '43, formerly vice-president, law, Bell Canada, has been appointed executive vice-president, administration.

Dr. Allana R. Smith, BA '43, MA '45, PhD '50, has been elected president of the Provincial Association of Protestant Teachers.

'44

Dr. Harold J. Rosen, BSc '43, MD '44, MSc '50, has been named neurosurgeon-in-chief at the Jewish General Hospital.

'45

Dr. John Hay, BA '41, MD '45, formerly chief of the department of general practice and member of the Medical Board, Lakeshore General Hospital, has assumed the post of assistant professor in the department of family medicine, McMaster University, Hamilton, Ont.

Dr. Louis Horlick, BSc '44, MD '45, MSc '53, specialist in heart research, has been appointed head of the department of medicine, University of Saskatchewan.

'48

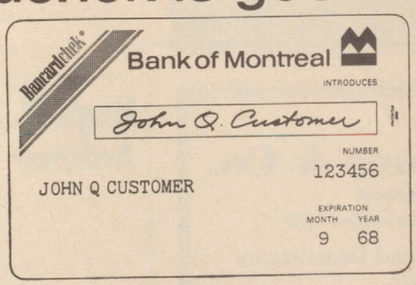
Dr. R. L. Clarke, PhD '48, has joined the faculty of Carleton University as a full professor of physics.

F. B. Common, BCL '48, has been appointed a director of the newly-formed company of Schweppes Powell Ltd.

John P. G. Kemp, BEng '48, president of Molson's Brewery (Ontario) Ltd., has been appointed to the board of directors of Atlas Copco Canada Ltd.

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William L. Home

R. E. Membery, BCom '48, vice-president, finance of the Price Company Ltd., has been elected a director of Price (Nfld.) Pulp & Paper Ltd.
Neil Milroy, BCom '48, DipMBA '57, has been appointed vice-president and comptroller of Canadian Marconi Co.

'49

Rodolphe C. Lavergne, BLS '49, MLS '59, has been appointed associate director of McGill's Graduate School of Library Science.
Sydney J. May, BCom '49, MCom '53, has recently joined the faculty of Carleton University as a full professor of economics.
Dr. E. R. W. Neale, BSc '49, was recently named head of the geology department at Memorial University, St. John's, Newfoundland.

'50

Prof. William G. Friend, BSc/Agr '50, a zoologist, has been appointed Dean of the University of Toronto's Scarborough College.
John L. Perry, BCom '50, has been elected treasurer of Gareau, Joron Inc., members of the Montreal and Canadian Stock Exchanges.
William I. Shalinsky, BA '50, BSW ' 52, will shortly take up the new position of associate professor in the Faculty of the Graduate School of Social Work at Waterloo Lutheran University.
Harold L. Snyder, BEng '50, has been appointed project manager for the Churchill Falls power project.

'51

Dr. George M. Austin, MSc '51, has assumed the post of professor and head of the section of neurosurgery at Loma Linda University, Calif.
Hillel Becker, BA '51, has been elected president of the Jewish Vocational Service and Sheltered Workshop.
Boris Berbrier, BSc '47, BCL '51, is one of two vice-presidents of the Jewish Convalescent Hospital.
Dr. Philip Luner, PhD '51, formerly of the Faculty of the Department of Pulp and Paper Technology and a member of the Empire State Research Institute has been promoted to professor, pulp and paper research, at the State University College of Forestry at Syracuse University.

'52

Dr. David A. Armstrong, BSc '52, PhD '55, has been promoted to the rank of full professor in the Faculty of Arts and Science at the University of Calgary.
Dr. Robin F. Badgley, BA 52, MA '54, is professor and chairman of the Department of Behavioural Science, University of Toronto.
J. H. Dinsmore, BEng '52, chairman of McGill Reunions, has been named 1968-69 vice-president of the Canadian Council of Professional Engineers, which represents the ten provincial associations and an underlying membership of 55,000 professional engineers.
Dr. Clarence E. Rooney, PhD '52, has been appointed assistant director of research for Merck Frosst Laboratories.
R. Ross Smith, BEng '52, has been appointed

general manager, Enterprise Division of James Richardson & Sons Ltd.

'53

E. Peter Hopper, BCom '53, has been elected to the office of president, The Hughes-Owens Company (Limited).
Eli Kobernick, BSc '53, BEng '57, is one of two vice-presidents of the Jewish Convalescent Hospital.
James H. Smith, BCom '53, has been appointed controller of Domtar Limited.

'54

Rev. John Burke, BSc/Agr '54, BD '57, Montreal's "hippie priest," is taking a prolonged leave of absence from his post as pastor of St. Sauveur's Anglican Mission "to really get into the field" of social action and youth work. The thirty-eight year old priest, who made news last year when he opened a coffee house called the *Flower Pit*, will devote at least a year to community organization in Montreal's poorer central districts.
William R. Dalrymple, BEng '54, has been transferred to Tokyo as vice-president of DIC-Hercules Chemicals Inc.

'55

Gordon J. Fehr, BEng '55, leaves shortly for Korea, where he will set up a new plant for the Pfizer Company, a pharmaceutical firm.
Lindsay A. Graham, BSc '53, MD '55, has been appointed associate professor of psychiatry and director of clinical research at Louisiana State University School of Medicine.
K. Hibbert, BEng '55, has been appointed vice-president sales, industrial/medical division of Liquid Carbonic Corp. Ltd.
Roger H. Verschingel, PhD '55, professor at Sir George Williams University has been elected to the executive and finance committee of the Canadian Association of University Teachers.

'56

Alexander L. Podd, BEng '56, chief engineer of Atlas Construction Maritimes Ltd., has been elected a director.
Mrs. Ouida M. Wright, MA '56, assistant professor of education at McGill has been admitted as a Fellow of the Canadian College of Teachers.

'57

J. J. Gillman, BEng '57, has been elected director of T. Pringle & Son Ltd.
Dr. Lionel McLeod, MSc '57, of the University of Alberta, has been appointed head of the division of medicine at the University of Calgary and director of medicine at Foothills Hospital.
John J. White, MD '57, has been appointed assistant professor of surgery and Garrett Scholar in paediatric surgery at The Johns Hopkins University School of Medicine.

'58

Mrs. Alexandra Osti Eliot, BA '58, has been awarded a fellowship from the Radcliffe Institute's centre for continuing education under a special programme for women in part-time graduate study. For the past three years, she has been studying part-time at Simmons College School of Social Work where she plans

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to obtain her MSW degree.
Raymond W. Latham, BEng '58, has received his doctor of philosophy from the California Institute of Technology.

'59

Dr. Peter B. Clibbon, BA '59, has been named associate professor in the Institut de Géographie, Laval University. During the past three years he has been in charge of the present land use survey of Quebec province for the Canadian Department of Energy, Mines and Resources.
Michael O. Garraway, BSc/Agr '59, MSc '62, has recently joined the department of plant pathology at Ohio State University in the capacity of assistant professor.
Dr. Joanne H. Jepson, MD '59, has recently been elected a Fellow in the American College of Physicians.

'60

Dr. Kenneth A. Davis, BSc '60, who has recently completed two years as a post-doctoral fellow in biochemistry at the University of Vienna, will continue his research in the genetics of mitochondria as a Fellow at the Scripps Clinic and Research Institute in La Jolla, Calif. as of September 1, 1968.
Donald A. MacNaughton, BSc/Agr '60, MSc '62, has been appointed vice-principal of Willowdale Junior High School by the Board of Education for the Borough of North York, Ontario.
Robert Morrison, BEng '60, has been appointed assistant professor of physics at Carleton University, Ottawa. He has been teaching for the past year at the Universidad Nacional de Ingenieria in Lima, Peru.

'61

Roderick B. Blaker, BA '51, BCL '61, has been appointed director of public affairs for CJAD Ltd.
Robert J. Fox, BEng '61, has been chosen by the Aluminum Company of Canada to attend the 1968-69 session at the Centre d'Études Industrielles in Geneva, Switzerland.

'62

Dr. V. W. Sim, PhD '62, has been named head of the department of geography at the University of Western Ontario.
Paul Y. Wang, BSc '62, PhD '65, is now assistant professor of chemical engineering at the University of Toronto.

'63

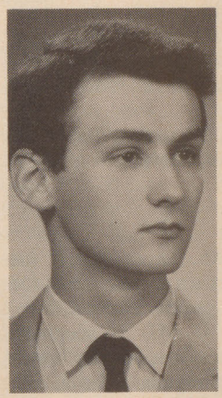
Tobias Gruen, MA '63, has been appointed a vice-president of Oswald, Drinkwater & Graham Ltd.
Dr. G. D. M. Mackay, PhD' 63, has been appointed acting head of chemical engineering at Nova Scotia Technical College.
Andre F. Ryerson, BA '63, has been appointed assistant professor at Amherst College.
Dr. Fred Seligman, BSc '59, MD '63, has been appointed assistant professor of paediatrics, University of Miami School of Medicine and associate director, University of Miami Comprehensive Child Care Project.
Joel Weiner, BSc '63, has been appointed assistant professor of journalism at Carleton University, Ottawa.

'64

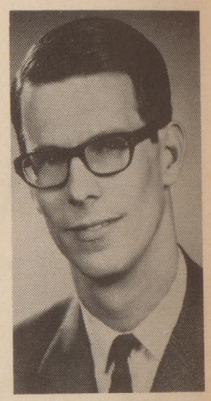
Michael Berrill, BSc '64, has received a PhD in Biology from Princeton University.
John M. Sichel, BSc '64, PhD '68, received the D. W. Ambridge Award given by McGill's Faculty of Graduate Studies and Research to the outstanding PhD graduate of the year in the Physical Sciences or Engineering. He is presently doing research in theoretical chemistry at the University of Bristol under a Hydro-Quebec Postdoctoral Fellowship.
Chung Yu, BEng '64, has received his MSc from Ohio State University.

'65

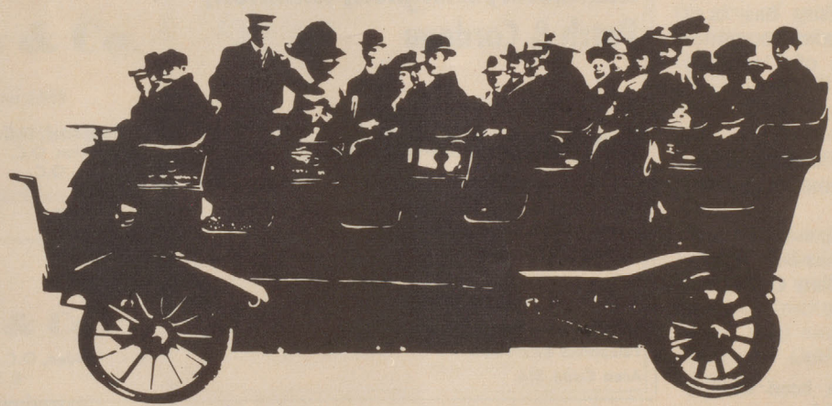
Nancy K. Flynn, BCom '65, has been appointed third secretary at the Canadian High Commission in New Delhi, India.



John P. Harnad
BSc '67



Jeremy D. Shrive
MBA '68



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'66

David A. C. Walker, BA '66, has recently graduated with a BPhil from Oxford. He is the first McGill alumnus to be awarded this new post-graduate degree in English.

'67

Bernard Brody, MA '67, has been elected for a second two-year term as secretary-treasurer of Industrial Relations Research Association (Montreal). Formerly with the Prime Minister's Task Force on Labour Relations, he now holds the position of assistant professor of economics at Loyola College, Montreal.

Frank U. Canis, BEng '67, has received his MSc from the California Institute of Technology.

Brian Grosman, LLM '67, professor of criminology at McGill, has recently been elected vice-president of public relations, the Quebec Society of Criminology.

John P. Harnad, BSc '67, the recipient of a Shell Postgraduate Scholarship, will continue his studies toward a Doctorate in Theoretical Physics at Oxford University, England.

'68

John Fekete, BA '68, is one of nine persons who has received a fellowship from the British American Oil Co.

Jeremy D. Shrive, MBA '68, has been appointed commercial development manager of Norton Research Corp. (Canada) Ltd. He will be responsible for market research, project evaluation and business analyses.

Deaths

'07

J. Seton Gray, BSc '07, at La Jolla, Calif. in Oct. 1967.

'10

O. H. Scott, BSc '10, at Belleville, Ont. on March 19, 1968.

'11

Archibald S. Cook, BSc '11, on July 16, 1968 at Quebec City.

'14

Cedric S. Douglas, BA '14, at Sutton, P. Q. on June 26, 1968.

Mr. Justice Hugh C. Farthing, BA '14, on June 8, 1968 at Calgary, Alta. From 1930-35 he was a Conservative member of the legislature for Calgary and sat on the Alberta Supreme Court from 1958 to 1967. He was also an active member of the Graduates' Society.

'15

Roy F. Angus, BSc '15, at Summerland, B.C. on Dec. 1, 1967.

'17

Walter Wieland, BA '17, MSc '18, on April 25, 1968 at Glen Rock, N.J.

'18

Hugh Arthur Crombie, BSc '18, on July 29, 1968 at Montreal. A veteran of WW I, he served overseas as a lieutenant with the Royal Canadian Engineers and was wounded in the Battle of Vimy Ridge. During WW II, he served as administrator of plant machinery with the wartime Prices and Trade Board. In 1957 he was a member of the Canadian trade mission to the U.K. When he retired from Dominion Engineering Works Ltd. in 1961, he was vice-president and treasurer of the company. A past president of the Graduates' Society, he was a member of the University's advisory council and had served a three-year term on the Board of Governors.

Dr. Carlos del Valle, MD '18, at New York City in Jan. 1968.

'20

Dr. H. Bryson Ainsley, MD '20, on April 11, 1968 at Edgewater, Fla.

'21

P. Gilles Gauthier, BSc '21, on July 15, 1968 at Montreal. At the time of his death he was a well-known consulting engineer and Quebec land surveyor.

Laurence Hart, BSc '21, on June 15, 1968 at Montreal.

Donald Devlin Ryan, BCL '21, on July 18, 1968 at Ottawa, Ont.

'23

Dr. Reginald A. Cutting, MD '23, on May 22, 1968 at Washington, D.C.

Myer N. Negru, BCom '23, on July 15, 1968 at Montreal. Until his recent illness he was municipal affairs reporter for the *Gazette* and was described by Mayor Jean Drapeau as



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'26

Dr. Cecil R. Garcin, MD '26, at Warwick, Rhode Island on June 24, 1968.

'27

Dr. Armand L. Greenhall, MD '27, on May 16, 1968 at New York City.
Dr. H. H. Schwartz, DDS '27, at Montreal in the winter of 1968.

'30

Dr. Joseph Persk, DDS '30, on June 7, 1968 at Whitehall, N.Y.

'35

Claude Robillard, BEng '35, on May 23, 1968 at Montreal. He was a major figure behind Montreal's post-war development from parks to Place Ville Marie to Expo 67. President and director of the Dyname Corp. Ltd., he was a director of the Montreal Metropolitan YMCA, the McGill Graduates' Society and the Canadian Tourists' Association at the time of his death.

'37

Dr. Warren B. Beazley, PhD '37, on June 17, 1968 at Hawkesbury, Ont.

'38

Dr. Allister Cunningham, MD '38, at Halifax, N.S. on June 5, 1968.

'40

Dr. Robert B. Mearns, MD '40, on Feb. 8, 1968 at Sacremento, Calif.

'46

Harry Krashinsky, BEng '46, on June 12, 1968 at Montreal.

'49

Ivan Aron, BSc '49, MSc '54, on May 18, 1968 at Ann Arbor, Mich. At the time of his death he was completing his third year of teaching at Ypsilanti, Mich., as well as his Doctorate in Education from Columbia Teachers' College.
Mrs. George H. Milne (*P. Campbell*), Sc '49, at Rochester, N.Y. on Nov. 27, 1967.
Mrs. B. Hazen Porteous (*Margaret Simpson*), BSW '49, at London, Ont. on July 16, 1968.

'53

David Yik Fu Chow, MEng '53, in 1953 (place unknown).
Seymour Livis, BEng '53, at Gretna, La. on June 9, 1968.

'54

Peter R. Satterthwaite, BEng '49, BCL '54, at Montreal on June 29, 1968.

'58

Miss Geraldine E. Fulton, MSc '58, on May 28, 1968 at Vancouver, B.C.
Dr. T. Donald Gagnon, DDS '58, on July 1, 1968 at Beaconsfield, P.Q. He was a director on the board of the Montreal Dental Club and had served as president of the Kiwanis Club, Pointe Claire.

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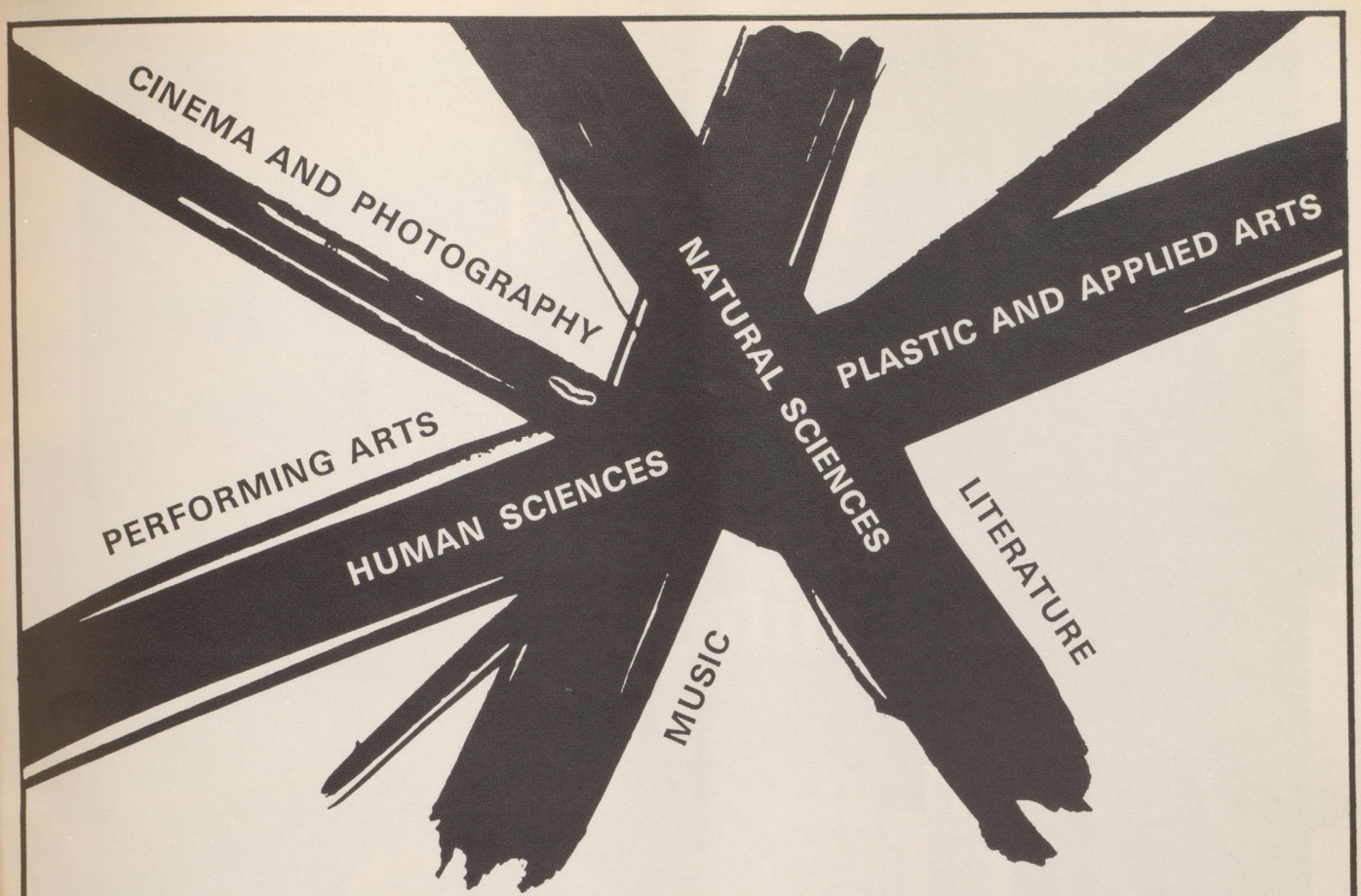
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McGill News

November 1968

The Establishment, corporatism, the critical university, alienation, Marxism, Student Power and democratization: words from the lexicon of "Rebels with a Cause", page 2.





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The McGill News

Volume 49, Number 6
November 1968

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Editor's Notebook

One of the more common exhortations heard these days on university campuses is "listen to students". This sage advice crops up time and again in speeches and magazine articles from observers of the campus scene, pundits and even university presidents. Too often, however, the admonition is treated by educators and the public at large as meaning "listen to the students, but don't do anything about it because the troublemakers likely won't be here next year".

This issue we listen to three of the student leaders at McGill, as well as two faculty members and an American journalist who has been making a study of student unrest in North America and in Europe. There is much in common in what each author has to say about the modern student and the conditions he finds in today's giant multiversity, to the point where the reader may abandon the argument with a frustrated sense of *déjà vu*. One might also arrive at the conclusion — as James Brann does — that it is appalling to see so little being done in the universities to come to grips with the enormous and widespread malaise affecting our institutions of higher learning. Thus, it becomes a matter of your point of view as to the solution of the university's problems, and our authors provide cogent arguments for their positions.

The interview with students Robert Hajaly, Peter Foster and Ian Hyman was revealing for the *way* in which they replied to our questions as much as for the answers themselves. It was obvious that the trio work well as a team; during the interview there was plenty of good-natured cross-talk and argument among themselves, but at the same time there is no doubting their serious commitment to their cause. Their individual and collective energy is evident — having come from a four-hour meeting of the "new" Senate where they represented the Students' Society as senators, they talked animatedly for three hours before leaving at 11 pm, no doubt to conduct a postmortem on the meeting until the early hours of the morning.

Hajaly's engineering background shows through in his arguments which are invariably very detailed and logical. He doesn't answer a question, he attacks it, going into details on all aspects of the problem. Foster — the bearded one — conforms to people's expectations of what a student radical looks like. The F in Foster must stand for frank, and his straight-from-the-shoulder answers make him an easy person to talk with. Hyman, the most affable of the three, acts more on instinct than on the cool, calculated reason of his colleagues. Nevertheless, his urge to change society is deeply rooted.

Dr. Marcel Goldschmid, whose article "The University: Evolution or Revolution?" echoes the theme of this year's Reunion Seminar in October, is an assistant professor in McGill's department of psychology. He is one of a small number of professors who are currently experimenting with new methods for teaching students.

James Brann is a journalist with the *Chronicle of Higher Education*, a newspaper for and about North American universities which is put out by Editorial Projects for Education in Washington, D.C. A graduate of Penn State, Mr. Brann worked on various newspapers and periodicals before joining the *Chronicle* in 1966 as a reporter. Widely-travelled, he has covered events at universities in the United States (notably Berkeley and Columbia), Canada and Europe. His article is an abridged version of an address delivered to the Fifth Alma Mater Fund Conference in September.

Stanley Gray, a lecturer in political theory has replaced Prof. Charles Taylor in the department of economics and political science while the latter has been on a two-year leave of absence. Mr. Gray, a graduate of both McGill (BA '65) and Oxford, is a former leader of the radical Students for a Democratic University and has been very involved in the student movement at McGill through his associations with the *McGill Daily*, SDU, and the students' Association to End the War in Viet Nam. The text of his article is taken from an address which he delivered to the 1968 Couchiching Conference.

As the old year rapidly draws to a close, changes are in the wind for the Graduates' Society in 1969. Incoming president, Donald R. McRobie, told the Annual Meeting in October that a study of the Society and its functions will be initiated early in the new year (see "Society Activities"). We hope that graduates everywhere will make their voices heard in the planning of new directions for the Society.□

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Interview:

Rebels with a cause

Student government at McGill has had a long and jealously-guarded tradition of autonomy. Students and faculty members alike have always been able to point with pride at the freedom of the Students' Society to control its own affairs, and the annals of the University are full of great battles that took place whenever the students felt their rights were being infringed upon. This Fall, the Students' Society moved one step further toward protecting those rights by incorporating itself under the laws of the Province of Quebec. If nothing else, the move was an indication of the new mood among McGill student leaders to take a much firmer control of their own affairs.

The movement, of course, is not confined solely to student matters. A year after the Daily *confrontation last November, students have achieved a substantial number of their demands for a greater participation in the decision-making processes of the University. Following the release of the joint Senate-Governors report on University government, a new Senate now sits at McGill. In its ranks are eight student senators (seven from McGill, one from Macdonald College) who, when combined with the 32 elected members of staff, form a majority of that body. The remaining members on the 65-man Senate come from the "Administration". Meetings of Senate are now open to the public.*

The democratization of the University is moving down through the Faculty and Departmental levels. Students are demanding — and getting — more say in what is being taught to them, and how. They are even pushing for a voice in the hiring and firing of professors, and on committees such as the selection committee for honorary degrees.

The leaders of the current McGill student movement are the three executives of the Students' Society: Bob Hajaly, president, Peter Foster, internal vice-president and Ian Hyman, external vice-president. Supported by the Daily, *radical elements within the student community, and by a growing number of moderate students who are unhappy over the University's shortcomings in such areas as curricula and teaching, the three are looking to revolutionary change, not only within McGill itself but in Quebec at large. In recent weeks they have supported the demands of striking* CEGEP *(junior college) students, and have campaigned for universal accessibility to higher education and the need for a second French university in Montreal. The executives' action took the form of a march to strike-bound* CEGEPS, *an appeal to (the former) Senate to endorse a statement of student demands to the Quebec Government on the "educational crisis" (Senate passed a diluted version of the student motion), and a second march organized with the help of the Quebec student union* (UGEQ).

How is the student movement changing, and what are the ultimate goals in the democratization of the University? To answer these and other questions, The McGill News *interviewed Hajaly, Hyman and Foster barely half an hour after they had left McGill's historic first open Senate meeting where they sat as student senators. The following is a condensation of the three-hour "trialogue":*

McGill News: Is there a difference between "Student Power" and democratization?

Hajaly: Yes, there sure is. Student Power is a term used by the Establishment to cast in a very narrow-minded and corporatist framework the whole student movement. So far as I interpret the student movement, democratization can be summarized by almost a cliché: decisions should be made by those affected by the decisions, whether it is in the university, in business corporations, or in educational and social institutions and within the government itself. Because students are in the vast majority in the University, and they are probably the most directly affected by decisions taken here, they should have a large degree of student power.

News: What do you mean by "corporatist"?

Hajaly: For example, if you have students solely interested in their own specific self-interests — more housing, more library facilities, a bigger bookstore and so forth — this, if carried to great lengths and if it excludes everything else, I would term a corporatist attitude. On the other hand, I think that, as one element in society, students should be concerned with social progress in society as a whole and not just in their own educational institutions.

Foster: The idea is not to achieve a certain amount of power for students, but rather to change the power relations for everyone.

News: Many of your university government proposals have now been accepted. What would be the next step?

Foster: Well, first of all they have not been accepted. One of our major proposals was that the University consciously accept this integration into society and that its governing bodies reflect that. This hasn't been accepted at all. The Board of Governors still continues to be effectively run by a small group of establishment people, and there is no reflection at all of the various sectors of society. Some of the things have been accepted but not for the reasons we asked for them — they have been accepted because of political pressure.

Hajaly: In the student brief on university government we asked for representatives from specific major sectors of society on the Board. This was refused by the Governors-Senate Committee. Secondly, even though they said that, in general, governors should be chosen so as to represent fully the various elements within the society, there has been no significant change in that direction so far.

Foster: They put on some token trade unionist from the depths of British Columbia, while in Quebec there happens to be one of the most significant trade union movements in the world, and they particularly ignored it in the Board of Governors . . .

News: Do you think they will move toward that eventually?

Foster: Not at the moment, but last year I never thought they would move toward open meetings, so I can't say. They are simply not moving towards it now.

News: In practical terms what are the final goals of all your suggestions?

Hyman: Right now I would say that we have moved toward our goals by having eight students on Senate, but you saw today how basically the students made no difference on most questions. The point is, we have been given token representation, and within the type of consciousness people now have at the University you aren't going to achieve democratization because people aren't really willing to accept the basic precepts involved.

News: Would "one man, one vote" be a final goal for your movement?

Foster: If eight students on Senate are enough to bring about real changes in the University, fine. There is no point in going for all kinds of things unless there is something you want to do with it.

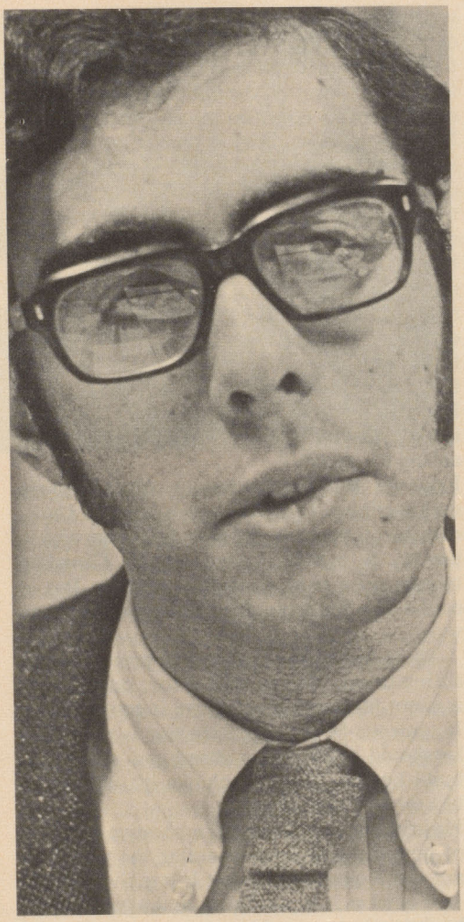
News: You refer mostly to students in discussing the proponents of these changes. What is the size of your support in faculty?

Foster: It depends a lot on their position in the University. By the time you get to be a



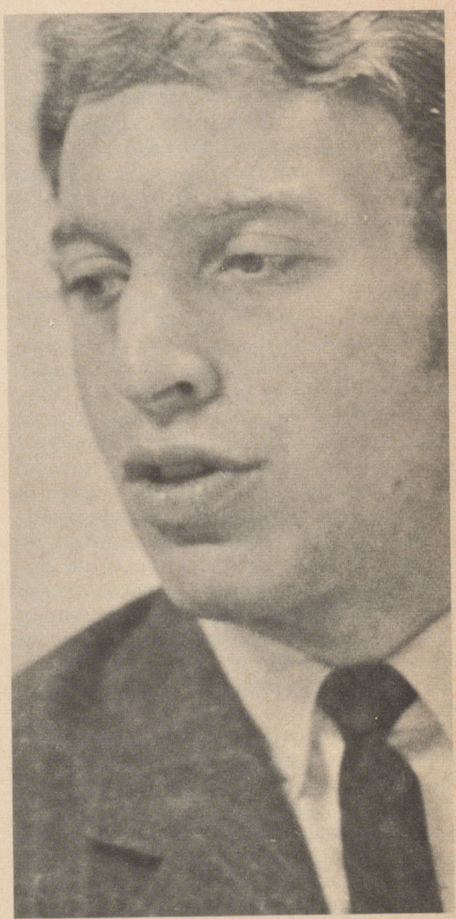
Internal vice-president Peter Foster, BA '68, was born 20 years ago in Britain, and is now a naturalized Canadian after spending the last 12 years in Canada.

He is a member of Senate, and serves on its Academic Policy and Bookstore committees. A member of the 1967 Students' Council, he participated in the drafting of a student brief on University government last June, and was the founder of the Birth Control Committee which authored a highly popular Birth Control Handbook *in October.*



President Robert S. Hajaly, BEng '68, was a University Scholar throughout his undergraduate years. A 21-year old Montrealer, he was a member of the 1967 Students' Council, chairman of the student committee on University government, chairman of a student-faculty committee in Engineering, and one of the organizers of a 1966 study in Course Design.

As well as being a student senator, he is a member of the Tripartite Commission on the Nature of the University.



External vice-president Ian R. Hyman, BSc '68, graduated in Honours Physics. He was born in Montreal and is 21 years old.

A student senator, he serves on three Senate committees: Development, Libraries and Communications. During his final year he was chairman of the Science Council as well as being Science representative on the Students' Council.

Rebels / continued

senior professor or a department chairman or a dean, they have been around and have fitted in so well that there really isn't too much chance of them supporting us. On the other hand, the vast disenfranchised number such as lecturers are much more sympathetic as they are still very much like students in that they take orders from people higher up.

News: In broad areas, what type of changes are you looking for in the University?

Hajaly: You touched on a very important point because the left in the past has been open to the charge that it is interested in democratization or power for its own sake. Personally, I don't think this is true. The people I know on the left see these changes within a much larger comprehensive change. However, I think it is fair to say that so far the thrust of the student movement has been directed at structural rather than substantive change within the University. When we ran for Senate, for example, I think that it was one of the first major attempts, on the part of people running in a formal election at any rate, to get some of the more substantive issues in, such as the University's position on issues external to it, the nature of its curriculum and the nature of its research.

News: What is "the critical university"?

Hajaly: There are two aspects here. We feel that the curriculum given by the University should enable, and in fact encourage, students to critically evaluate the social relationships of society and the resulting values, and to develop viable alternatives. There is a fantastic dichotomy between Arts and Science and the professional faculties. You can come to certain economic and political considerations in Arts and Science, but these have absolutely no meaning or consequence in terms of the content of professional courses. The University is therefore putting out engineers who have very little concept of the social implications or impact of their work, or the decisions made determining the purposes and ends of their work.

On the second level there is research. You just have to look from where the money is received to have some idea of the use of the research being done in the University. For example, last year they got $400,000 from the U.S. Department of Defence; they got something like three million dollars from the Department of Defence Production and the Department of Defence here in Canada. The work that is being done is either irrelevant or consciously aiding retrogressive ends. Essentially, you can summarize it as "how to keep the niggers down on the old plantation". A lot of this work done on social relations and behavioural psychology is precisely that. I am sure that most of the people working on it couldn't say that they are conscious of it — they don't walk around thinking, "I'm doing research on how to keep the niggers down . . ." But that is what they are doing, that is what it is being used for, and that is how it is being financed. So, in this sense, the University is consciously aiding what I would call those forces which would support the status quo and the Establishment.

News: What about the professor? After all, it is he and not the University, who goes out asking for money?

Foster: But the University comes through with facilities. It is very much like the Canadian involvement in the Viet Nam war which, per se, is nothing: there are no Canadian troops, there is no Canadian position. But of course it is the same. We are in the Viet Nam war . . .

There is this myth that if a person is just sitting down, playing with a toy, once it's up it is not his department where it comes down. If someone believes that the war is *right* then he should definitely go ahead and attempt to build bombs. But if he thinks it's wrong, he bloody well should not.

Hajaly: It goes beyond the negative question of how the University is aiding the war. It is not just a question of what it is actively doing — it is what it is not doing, and what it could be doing in terms of being an agent of social change in society.

News: It is very nice to advocate a university that attacks the status quo. But if you are successful, the status quo will become what you are advocating. Would the university then still be critical?

Hajaly: Well, if it becomes what we are advocating . . .

Foster: No, that is ridiculous. The only reason we want a critical university is because we are not satisfied with the status quo. The thing is that you should consciously do it. I would much prefer it if the University consciously upheld the status quo instead of this shit about institutional neutrality.

News: What is your view of the Tripartite Commission? Bob, you are on it . . .

Hajaly: The commission has been disappointing. It split up its work into three areas and two people each were selected to write major draft papers on these areas. (David) Ticoll (a student representative on the commission) was assigned to draft a paper on "The University and Society". He presented to them a clear and distinct position of what the University's relation with society should be, based upon an equally sharp and accurate description of the society itself and how the University is presently relating to society. They simply refused to discuss the paper. I kid you not, they said that this was a clear position but it was Ticoll's own personal view and couldn't be the basis of discussion in this commission where they were not elected or appointed to do this kind of thing.

There is no admission anywhere in the final position that seems to be emerging that the University is taking a position. If you want a prediction on what is going to happen, Ticoll and I will be putting out a report with the support of another student, (Jeff) Marvin, which we hope will at least place a very clear alternative in front of the University community, in contrast to the majority waffle which will come out.

News: What was your impression of today's Senate meeting which was your first as student representatives and the first open Senate meeting for which advance notice was given?

Foster: We were all suppressed. We tried to bring up issues and they refused to let us discuss them.

Hyman: Because (of the election of student senators only the day before), we had exactly one night to prepare for the Senate meeting and to influence the agenda. The agenda was what suppressed us during the meeting . . .

Foster: Well, it's not just the agenda, it's also the entire manner of proceeding. On Council, when a topic is up for discussion you can introduce a motion which is relevant to that topic. They don't work that way at all. We never got past item four today, we didn't consider the items of substance at all. For instance, they had a motion on discipline which they wanted to bring up. So they discussed it, voted on it, and we said "We have a motion on discipline here". And they said, sorry, we're not on that item any more, baby, you can put it at the end.

Hyman: The point is that Council can discuss what it wants. A point that is even marginally relevant to the topic on the agenda should be allowed to be discussed, and there is really no

October 31, 1968, an historic day for McGill as student senators take their seats at the first public meeting of the reconstituted Senate.



suppression. On Senate the opposite occurs.

Foster: And, of course, the other problem is the authoritarian, shall we say even fascist, control of Senate proceedings by the Principal who is Chairman. Once he makes a decision, it is final and there is no appeal, which is completely contrary to any rules of order, anywhere.

Hyman: Senate consciously decided this, knowing that students would be on Senate, knowing that appeals to rulings of the Chair are debatable, and that in fact Mr. Hajaly knows the rules of order much better than the Principal does.

News: Are you being co-opted into university government?

Foster: We'll only be co-opted if we go along with all this stuff we're being given and if, in the long run, the decision-making goes on as it has before, and student representation makes no difference.

News: What changes in courses should be made at McGill? What would you recommend?

Hyman: Well, it's a partially relevant question. Industry has developed techniques for making courses more efficient. Bell Telephone has got some terribly efficient courses going. They train people in very short order to be technicians, and to promote the telephone system which connects the Pentagon to the White House . . .

Foster: I think that probably the entire content of the present courses in almost any Faculty could be taught in about at least a third of time it's taught now. You could spend the other two-thirds teaching the relevance of what people have learned to what they're learning. And so what we're doing is a very inefficient method of learning. What's more important than actual design of the courses is the content and the orientation within which it is being taught.

News: Peter, you said "an inefficient method of learning". Do we take it you meant teaching?

Hyman: I think I can expand on this. There is something called a learning environment, and that is provided by the University. As far as I'm concerned, you can't learn what you don't feel is important and which isn't made to feel relevant to you. If you are told you have to learn this to be a good physicist, and here it is, that's learning environment. What I feel would be much more efficient would be where you would say, "Here are some ideas, toss them around, think about them, criticize them, what do they mean in society, what do they mean in terms of your life?"

News: Let's consider the problem of the freshman entering University. Is he in a position to do that?

Hyman: You have to go back to the secondary system. It's very true that the system orients your mind in the same way that university does, that is it stifles it. By the time an intelligent, bright and creative kid in Grade 2 reaches Grade 11, he is concerned about getting marks because he's got to go on to university and get his piece of paper, and all the creativity has been squeezed out of him.

News: It has been said that the lecture system has been outdated for 200 years. What is "in"?

Hajaly: It's more than 200 years — it's 500, since the invention of print. The worst aspect of lectures is that they tend to induce within students — whether it is here, in high school or anywhere else — an extremely passive, unquestioning and uncritical behaviour. If you take the view that what you do influences what you think, then the structure of lectures is guaranteed to make you into a passive vegetable, just ready to be processed into the larger society. It's a continual put-down in a certain very sophisticated fashion.

News: How do you deal with the numbers problem and still maintain the active . . .

Foster: What numbers problem?

Hyman: Given any class that has 700 people, they can divide up into two's or three's and talk about the material and react with each other. This is what the Course Design report said, that there is no numbers problem at all. All you have done is eliminated the teacher. . .

Foster: Whom you didn't need in the first place . . .

Hajaly: Another example is where the professor is used as a "resource person", as one who has probably read more books and who is simply that much more "up" on the subject, instead of a person attempting to dominate a passive class. There's the difference.

News: Should examinations be abolished?

Foster: Well, examinations are a funny thing. The reason you have them is so that the guy can get a mark and a certain kind of degree, because they are useful to him when he goes to apply for a job. I think that if Dow Chemical wants a guy and they want to give him an examination to see if he's good enough for the job, let them. But I don't see any point in McGill University doing it.

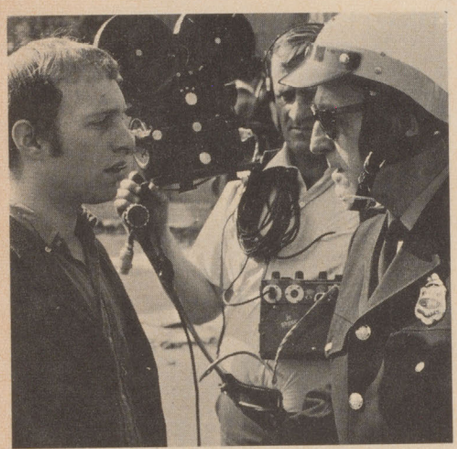
News: So you would abolish all exams . . .

Foster: Not necessarily, that's not what I said. I haven't completely formalized my position on it. I can perhaps see the reason for a "pass-fail" kind of thing, but as far as final exams go and the whole idea of having a degree and going on somewhere and using it to get a job seems to me to be completely ridiculous.

Hajaly: I tend to agree with Peter. I view the purpose of examinations and evaluation in general as essentially determining whether or not a person can go on to a more difficult level of work. So in this sense, the exam can have like a control function in engineering. It should not have the purpose of ranging students into classes, grades and so forth.

I think one of the negative aspects of this

Ian Hyman confers with a Montreal policeman prior to a McGill march in support of striking CEGEP *students.*



Rebels/continued

grading system is that students may work hard to get marks for their own purpose rather than for the instrinsic worth of what they are taking. Marks and grading can be viewed as a very alienating mechanism within the system, i.e. alienating students from their own subject.

News: Ian, what is your view of *Course Guide?*

Hyman: Well, what happens at the University in terms of how you get promotions, status, etc. is partly because research is easier to evaluate than how good a teacher you are. The only way of evaluating how good a teacher is, as I see it, is the best and most important feedback — the students themselves.

Foster: *Course Guide* is only good as a completely interim thing. If you don't have lectures, you don't have course guides. It's only good in a weird, makeshift kind of a way.

News: You have fulfilled all your campaign promises, mostly by working 16-18 hours a day. Could you describe the incorporation of the Students' Society? What's its purpose?

Foster: We're a completely independent group. No one can screw around . . .

Hyman: We have a legal identity apart from being a subcommittee subject to the authority of Senate. We are now a legal corporation which has status under the laws of the Province. It enables us to do a lot of things that we wouldn't ordinarily be able to. For example, the housing things we're trying to do, we couldn't if we weren't incorporated, we couldn't borrow money from somebody, we couldn't undertake mortages. All this is changed with incorporation.

Another point is the *McGill Daily*. When the printer this year asked that we sign a contract saying that we would pay any share of libel suit that might be brought against the publisher we couldn't have otherwise — we would have had to go to Senate and ask them to do it.

News: What's happening in coop housing? What are the reasons for it?

Foster: One of the reasons is that we, students, need housing. Another is that where you live, how it is shaped and what your environment really is, is a fantastic determinant of your life style. We have been working on designing a large-scale house, and it is incredible to realize that it is possible to control your environment. Secondly, it's amazing to realize that complete individualism the way it's practised now is very expensive.

We're designing a cooperative which is cheaper to build and run, where people have an area in the house which is their own and they're in charge of keeping it up in terms of maintenance and everything.

Hyman: By coop we don't mean one giant 350-person coop — we're planning on dividing it in terms of units of eight. You'll have a 320-person building, subdivided into 40 units, and each one is like a house. And not only do they interact among their eight people, but there are corridors on each floor where large numbers of people can interact.

Hajaly: We had the idea, first of all, of a place that was run by students, their own rules, etc. We also had the idea of a residence which would have small coop units because there's a certain type of sense of community that you get living in a place with 68 people which you don't get living up on the hill. And the solution which we came up with is completely original. We found out that there is no coop residence like that anywhere in North America. There's one in Holland, but it's different.

So far as the architects went, they would have simply designed an ordinary residence. These are supposedly people with competence and expertise, and we gave them all these specific ideas and at one point virtually browbeat them into accepting them. Now they are all excited, they are all keen. Anybody can design an ordinary coop residence, but we came up with the social ideas that make it more worthwhile . . .

Foster: There is a myth that those who know more, know better. That's all. The idea is that guys who are architects are supposed to know how to design houses. And that's garbage . . .

Hajaly: Right. This is the point I'm trying to get at. Some amateurs have come up with some really good and original ideas.

News: Bob, you set up a coop last year, didn't you?

Hajaly: It was great. Four guys and four girls. You couldn't ask for . . . a marvelous social experiment.

News: What you're talking about, then, is a coed coop?

Hajaly: Oh, definitely. We intend our coop to be completely non-discriminatory as to age, sex or anything else.

Foster: Even politics . . .

News: What is the need right now for student housing? How many students don't have places?

Below: In the vanguard of the CEGEP *march, Peter Foster (with bullhorn) confers with fellow demonstrator.*



At École des Beaux Arts — one of the institutions on strike — Bob Hajaly discusses strategy with McGill supporters.



Foster: 4500.

Hajaly: We intend this first coop to establish a pattern for others similar to it. We hope to get the University to finance this by simply taking some of its endowment funds out of $64 million worth of common stock, $40 million worth of bonds and so on, and invest it in real estate, namely in its own residence. Out of the rent you will get paid back 5¾ or 6% of compound-type interest, and this type of financing could set the scale for similar co-operative residences — 300 or 400 students, something like that.

News: You were rejected by the Board of Governors when you approached them for a loan, weren't you?

Hajaly: They're giving us the old whirl-around, the administrators that is, but once we start placing political pressure on them they may prove to be much more cooperative and amenable.

News: What is the history of the Birth Control Handbook, and what was the reaction?

Foster: It arose out of a motion in Council to set up a Birth Control Clinic, which was passed. We decided after a while that it wasn't feasible, because of several very unfortunate circumstances: we couldn't get doctors for it. So we issued the Handbook instead.

News: What was the reaction to the Handbook?

Hyman: Rave success. There were 12,000 copies printed for McGill and they were all out of them in two days, and there is no doubt that there is going to be a reprint.

News: Did you have any legal problems with it?

Foster: No, not one.

Hajaly: It's accredited by a doctor . . .

Foster: We figure if we get a lawsuit it will be a lot of fun.

Hyman: Mr. Trudeau is about to get rid of that law. It's so stupid that even Trudeau is about to get rid of it.

News: How is the student movement in Quebec going?

Foster: Great!

Hyman: At McGill itself, when the CEGEP students went on strike and when they occupied their buildings, I think the reaction among the vast majority of students was, "They're right". They didn't get involved or implicated in it that much because really they had been separated as to educational systems. But they basically supported them, and we had a unanimous vote in Council in the support of the Lionel Groulx people and the first occupants.

Foster: McGill has been in the backwater as far as the student movement goes, but it has really changed.

Hyman: There were 10,000 people on campus (for the second CEGEP march) with signs saying *Revolution* and there was no, as far as I could tell, anti-reaction. People weren't saying, "What are these Frenchies doing on our campus?" like they would have said two and a half years ago, and the people from the French campuses weren't saying "Ha ha, we're at McGill, what a weird place". We've been getting along. They treat us as people with ideas that are useful, they listen to them and we have been working together extremely well. I have been especially impressed with the open-mindedness of CEGEP students.

News: You really feel, then, that you had a lot of support, even though people didn't participate? The McGill contingent wasn't all that large . . .

Hyman: In the 10,000 person march, I would estimate there were 1,000 McGill students there.

Foster: For instance, from the second-year Law class, half the kids were out, which is better than anywhere else in Arts and Science. It isn't just the leadership that has changed, though, it's the whole student movement. The evidence is that five years ago commentaries on students and what students were doing were all about changing of sexual morals: ten years ago it was about changing religious morals. Now it's about student movements, about what the kids are doing and how stable the social order is.

News: Ian, just what was the CEGEP crisis all about?

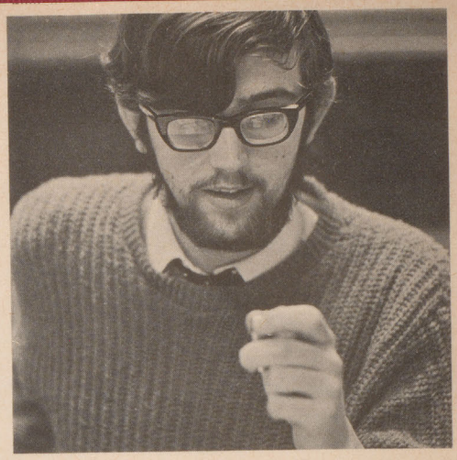
Hyman: Well, it started more with loans, bursaries, where are you going to get places in universities, where are you going to get jobs, and general dissatisfaction. There are 16,000 students in CEGEPS now who will be graduating this coming year, and more than half of them — 60% of them — aren't going to be able to get into university. I'm speaking now only of those who are *planning* to go to university, leaving out the people in the technical sector. Of course those people are going to be hard up finding jobs even though everyone has been saying for years that Quebec is backward because of the fact that the technical education hasn't been stressed enough.

News: How aware are the CEGEP students of all the issues that you're stressing?

Hyman: This is very interesting. I was at a meeting before the march and these are people by no means avant garde, they were just representatives of the different CEGEPS. The CEGEPS really are the base of the student movement in Quebec. It's a total change from UGEQ being a University of Montreal-oriented union to a CEGEP-oriented union. They were talking about *pouvoir étudiant*, and they all said "We realize that Student Power isn't the goal. We're going to stress — and we feel that our members are ready to stress — how Student Power is only a transitional phase that goes much farther towards democratization of society." And these kids of 17 realized that. This is not only a few individuals, but large numbers, in fact, the majority of CEGEP students . . .

News: Could you reconcile the objectives of





Rebels/ continued

the CEGEP students for better job training — or their complaint that they won't be able to get jobs — with the argument that McGill should not be a "service station" for society?

Hyman: I think they realize that their initial demands on precise points are totally unrealizable within the economic system we have now. In order to fulfill their goals and the things they were concerned with they have to change society and the economic system.

Hajaly: I'd like to comment on that phrase "McGill shouldn't be a service station for society". This is actually not what we're saying. It's false to lump society into one whole. We see McGill as most other large North American multiversities serving the needs of a very narrow segment of society, namely those people who are controlling, running and profiting from (not necessarily in the capitalist sense) the upper sector of corporate structure and corporations and that whole level of activity. It's not a question of whether it should be a service station for society; it should not be a service station for that specific element and for a society having the social relations which this society has. Rather it should serve as an agent of social change, as a critical agent.

News: There were rumbles last March of a split in UGEQ over *la question nationale*. They are going to have a referendum on separatism *vs.* federalism and perhaps a few other alternatives. What is the significance of the vote?

Hyman: Let me give the background. The executive of UGEQ last year had a more limited perspective than the movement has developed right now. At that time they were more oriented toward bourgeois nationalism, that is separatism for separatism's sake. This has really changed, not only at the executive level but at the membership level. At a congress they passed a resolution saying they were going to have a referendum on *la question nationale*.

Later they decided that it's not going to be just a referendum "Are you a separatist — yes, no, maybe?" but rather a questionnaire entitled "A Consultation on the Future of Quebec".

They've been having quite a lot of trouble phrasing it. Our representative, Mark Wilson has been putting the point all along, and we have been agreeing with him, that you can't have a referendum to animate people, to get people involved and implicated in a question like this, because a referendum mainly is a way of stopping them where they're at and saying "What do you think?" It doesn't really animate them at all. I really believe that the way it was intended by the proposers was a way of getting almost a plebiscite enabling UGEQ to come out in favour of separatism. The perspective has changed so much since then that it's going to be almost impossible to put together a questionnaire that's going to agree with the perspectives of the present student movement . . .

Hajaly: If you did have a very narrow "national question" referendum, it could be divisive in dividing the French and English student movement, and furthermore could place the English left wing in a very dangerous position. At first we were worried about this. It was a very sort of narrow type of thing, but I think it's fair to say that Mark was the first person who pushed for a broader conception of what the referendum would cover. If it's handled properly it may be valuable in bringing up social attitudes and so forth, and we may be able to avoid the divisive aspect of it which in terms of the development of the student movement now in Quebec would really be a sad thing, because I think that things are coming about and to squash it prematurely would be very unfortunate. I think that people in UGEQ are beginning to realize this now where they didn't a year ago.

Foster: Although to get into the real nitty-gritty, it's not going to split the student movement at all, because I think any student in his right mind who has been thinking at all would prefer a separate Quebec where people make their own future, to a united Canada where people don't make the decisions and the decisions are made by a few people.

Hyman: I can imagine that you are going to have a larger percentage in the French universities and colleges in favour of some form of separatist option, and the English basically is not going to be anywhere near the 90-10 opposite on the campuses as you might have thought.

News: During the St. Leonard crisis you issued a statement concerning the teaching of French to new immigrants. What's your position?

Foster: Our official position is simple: We're in a very hard bind. It's a very complicated situation, and personally I have no idea what our position ought to be. I don't believe in legislating bilingualism or language, and we supported this position against everyone else on Council in 1967, and in St. Leonard now. The idea of bilingualism is that everyone understands each other's languages and speaks his own.

Hajaly: I see essentially two issues: On the one hand there is the right of the French nation by various means — by legislation, by making changes in their school system — to survive as a cultural entity. On the other hand, there is the old traditional question about the rights of parents to determine the language education of their children, which in itself is a question of a political right and so on, and it has all sorts of political ramifications. You are really faced with a situation where you have to balance these two things off and personally I think that it is a very hard decision to make.

Foster: The thing that has to be considered here is that it is very easy for English people to sit down and say, we want our rights, and we want what is coming to us and to preserve our position. It is about time that the English people in Quebec stopped thinking about that and started thinking about the future of Quebec as a whole, where it is going and the position of people in relation to the economic process and stuff. It is a completely narrow-minded and short-term corporatist perspective which is really really bad.

News: Could you describe, Bob, how you were radicalized.

Hajaly: It is partly a result of what I have been doing in the last two years, it is also a result of who I have met and what I have read. I was, I presume, a political left-liberal two years ago. Two summers ago I got involved in the Project in Course Design and first began thinking about educational questions and university and first became aware of the importance of decision-making and power as we began dealing in a very elementary and crude fashion with the Administration. At that point I decided to run for Council. So I got on Council with Wilson as a sort of unknown pair from Engineering. Over the next summer, after fourth year, I did some thinking and just being more involved in Council and doing some reading. It was a very gradual process and as the *Daily* pensketch of me (run in that day's paper) so aptly pointed out, it is going on and I have a long way to go yet.

News: Peter, how did you become a radical?

Foster: The first thing was that my parents made this horrible mistake in terms of my personal development by putting me into grade school a year ahead of my age. I was alienated from everyone forever. I am really serious, the



most horrible thing that a parent could ever do to a child is to put that kid in a grade where he is a year younger. I had the worst childhood in existence. So what it means is that you have no friends and a very alienated perspective to start with and so you are ready for some kind of alternative. That is not the major thing. I started working on High Schools and I ran into Mark Wilson and he steered me into the formal structures of student government. Then I was going out with this girl and I wanted to impress her a lot, see, so I ran for Students' Council. It was a very cool move at the time, I had no choice. Being on Students' Council was quite an experience. . .

The third thing was the November confrontation. It is really something when you see one of your friends clubbed across the head by a policeman and you start to see these guys and power relations as they really are. There is nothing like November the third to explain to you who has the power and who is going to use it when the crunch comes. A guy publishes an article in the *Daily* and the Principal who does hold the power and the Board of Governors who hold the power charge that guy and try to throw him out of the university. So you protest and sit-in the building and so they decide to throw you out. Furthermore they call in the police to do it, and you see them single out the guy who was leading the demonstration and club him and his girl friend over the head.

I think that one of the really major things is to see a girl clubbed across the head. It is one of the really radicalizing experiences a person could ever have. It exposes power where it really lies and you realize that you have no power and these guys have all of it and they are using it when they have to.

The fourth thing was last January when we went up North with a whole group of radicals, sitting down and talking about the whole thing and figuring out the whole perspective of the situation.

News: Ian?

Hyman: I go back to high school. I knew Peter in high school. I was on the executive; the Students' Council, I thought, made some kinds of decisions. The president was a very nice fellow who had been a friend for a few years. He talked with the Principal once in a while and the Principal would tell him what he could do and what he couldn't do. It was very evident that you had no decision-making power at all. I was just sort of champing at the bit: "Why don't we just do *something?* Anything! Let's control dances, or something. And nothing ever happened."

I got into first year university — I was in Chemistry and I got thrown out for talking or something — they'd show slides, rush on through the material, all of which meant nothing to me . . . When I was in second year, there was this UGEQ referendum, and I figured that I'd been totally isolated from this whole province for all of my life and I felt guilty about it; not only that, but I really wanted to get involved in it. I started working on the National Affairs Committee of the Students' Society, and just talking about things.

When I was in fourth year I ran for Council. I wouldn't say Council was so much a radicalizing experience as Peter did. Again I did meet people; I had responsibilities for introducing things, changing things. One thing was that I introduced a motion on the conversational French Course (for McGill Students), something the University has never had for years.

One of the main reasons for apathy is a feeling of powerlessness. And when you get into somewhere, anywhere, where you have some kind of power, some kind of influence over the situation in which you exist, then you rapidly lose this apathy and I think that combating that feeling of powerlessness is radicalizing.

News: Are the students at McGill developing a sense of participation as a result of the kinds of things which you are doing? Or do they just feel as powerless as before?

Hajaly: Students will feel powerless until they are powerful. In short, the returns have yet to come in on Senate, for one thing. Students have yet to see changes and feel changes and feel that it's all worthwhile.

News: Do you think that once they see and feel change they will begin to participate more in student government, in all types of activities at McGill?

Hajaly: Yes, and if they don't we might as well start packing up our bags . . .

Foster: You are talking in terms only about conventional apparatus, of university government and student government and who has been elected to what, which isn't really where the power is. We have no power, the three of us just sitting here at a table, and the Administration very well knows that. The only power we have is in how many people we can mobilize behind us and behind the views we are expressing. This is a total concept: If you have support for it, then you'll win; if you don't, you'll lose.

News: In the process of educating the masses, if we may use that phrase, do you think that you're communicating with the average student, say the second or third-year student in a given faculty?

Hyman: Yes.

Foster: We got 160 people out to the first SDU (Students for a Democratic University) meeting this year as compared to 30 last year.

News: In the minds of many graduates, SDU represents only the vocal minority, the beards and so on . . .

Hyman: This gets into the question of what is the difference between the Students' Society which is supposed to be representative of the students, and a radical movement which has the function of being a leader in terms of pushing students in a political direction. We have been doing a lot of things which people might call radical, and we just received a pretty good vote of confidence. Hajaly finished first in the Senate election, yesterday, and I don't think we have left people behind.

Hajaly: Generally speaking the whole focus of debate has been moving leftward. For example, the discussion two years ago was whether or not we should pull out of UGEQ. On the other hand, last year when we were running for the executive, the right-wing slate or team in no way proposed that we pull out of UGEQ . . .

There is one aspect though that does bother me. That is the fact that only 2900 voted yesterday . . .

Hyman: That was because it was such a complicated election — twenty-five people on the ballot . . .

Hajaly: Yes, that was part of it. On the other hand, in our executive election, there were 5000 people who came out and voted, which is really good. I think the reason was that it was the first time students felt that the executive could do something for the simple reason that they were a team. If we can get changes that are worth anything, we can increase student interest in controlling the university and in making the decisions. It is altogether very conditional, though.

News: Who are the writers and people who influenced you most?

Hajaly: Harry Edel, Herbert Marcuse and Karl Marx.

News: Would you all consider yourself Marxists?

Hajaly: I would. A libertarian Marxist.

Rebels/continued

Foster: It's pompous to call yourself a Marxist. I wouldn't consider myself a Marxist because I haven't read enough. I would hope that one day I could call myself a Marxist.

Hyman: Neither Peter nor myself have read as much as Bob, and I have read really very little. I would be extremely pompous to say so. I know that I have been talking to a lot of people who have read a great deal more than I have about Marxist social theory and things like that. I think that the way people are going to read this is going to be a totally different way from what it means, because people use Marx as a catchword and it means something that they absolutely don't understand and *know* that they don't understand it. But I know that the people who I respect very much and whose analyses have proven to be very accurate, consider themselves Marxists or potential Marxists.

Foster: Karl Marx was the greatest individualist in history. He had the most fantastic analysis on how the individual can develop himself in the best way possible, and that way, of course, is through collective liberation. In that sense I'm a Marxist.

News: How would you communicate or disseminate information on campus?

Hajaly: Well the publishing of Senate minutes, for example is good in itself, although Senate minutes should be more detailed. They shouldn't have items like McGill's position in Quebec in relation with other Quebec universities and government confidential as they have done in the past. If it was up to the old Senate, in terms of their minutes, the discussion they had on the CEGEP would be made confidential. That won't happen again.

News: How do you see the *McGill Daily?*

Hajaly: Good. One of our major accomplishments.

News: What do you mean accomplishments? The *McGill Daily* has been going for a long time?

Foster: I think it's a very good paper.

News: You mean it's a useful instrument?

Hajaly: No, the choice of the *Daily* editor — we were in favour of Starowicz rather than Radwanski, because we thought that Starowicz would be the type of person that would dig up what is happening on the departmental levels, in the Senate, Senate committees and stuff like that. This is good.

News: You are all partial students this year and you promised this in your campaign as it allows you more time to devote to student and university government. Are full-time student executives a thing of the future?

Hajaly: Yes, partial students.

Hyman: How you function and what your ideas are, are a function of what you do. If you sit in your office in the Students' Society and you go to meetings, and you play around with figures long enough, you become in effect an administrator who juggles figures and who doesn't have any real concern for the students. At the start we thought of having the constitution changed to allow the executive to be permitted to take no courses . . . but you would become out of touch with the students you are supposed to represent.

Hajaly: But, on the other hand, if we didn't devote the time we just couldn't hope to do the job we are doing. I don't believe in full-time student executives not taking any courses. But this effect is obviated by the fact that you are an executive for only one year.

News: What about the lack of continuity in student affairs?

Hyman: If that is true, how can you advance? We feel that the Students' Society has been advancing . . .

Hajaly: We are getting in now to the Faculty and departmental level, away from the University-wide level. I think there is a continuity in student experience; what bothers me is that we may get a lousy executive next year, but that is part of our problem, I guess.

News: You are all McGill graduates. Will you continue taking an interest in the University when you leave?

Foster: Sure

Hyman: Yes, we're going to take over the Graduates' Society . . .

Foster: We are very interested in the student movement. It doesn't matter where you are; the movement is going to get very little done unless it allies itself with other movements in society. I know that when I leave the University I'm not going into the ruling class. So the chances that I will be part of the same movement are very great.

News: What are you going to do when you leave the University?

Foster: This is an excellent question, which I have been considering and pondering at length of late. I don't know . . .

News: Bob?

Hajaly: When I leave?

News: One assumes that you will leave, eventually . . .

Hajaly: Not necessarily. I might be the first radical Principal — no, that's not true, the Board of Governors would never put up with it. Seriously, I imagine that I will be going on to complete post-graduate work in Political Science at McGill or somewhere else. There's a lot of work to be done on the departmental level — Senate can set the overall environment for change, but a lot of the very specific curriculum and course changes, and hiring and firing take place at the departmental level, the Faculty level. I'd imagine that I will be in a university as part of the staff, eventually.

News: So you want to teach . . .

Hajaly: Right: teach, radicalize, pamphleteer . . .

Foster: Given that education is designed to do something with the individual's potential, then that's the place to be, although I disagree with Bob. If I was to get anywhere in education, I would get down to the heart of it, down to the primary level, because that is where the decisions are really made — when you are four or five years old.

Hyman: When I decided to run for the executive, I had already made applications to do graduate work in economics . . . I applied to places in the States, UBC, Simon Fraser, and I was even accepted at Princeton. Now it occurs to me that it is a ridiculous thing, going off to Princeton. I don't want to leave Quebec. I may go on in McGill, although I don't particularly like the kinds of things they do in the economics department. If you are going to be in a boring structure, you might as well be in a new boring structure . . .

Foster: I give Quebec five years; if nothing happens, I go to the Third World . . .

Hyman: What is interesting is that in Quebec you have the opportunity for radical change. Canada is so closely tied to the American system — which is really a giant — that there is no breaking away. But in Quebec there are people with different cultural ideas . . .

Hajaly: There are differences in the trade union movement, in the French culture, and in the CEGLPS, the French universities and the mass of English universities . . .

News: Does McGill per se mean anything to you as McGill graduates, or is it just the University as an institution?

Foster: McGill is in Quebec, which is a lot better . . .

News: That makes a difference, does it?

Foster: Yes, we don't wave flags and sing the old Alma Mater — I don't even know it. □

The University: Evolution or revolution?

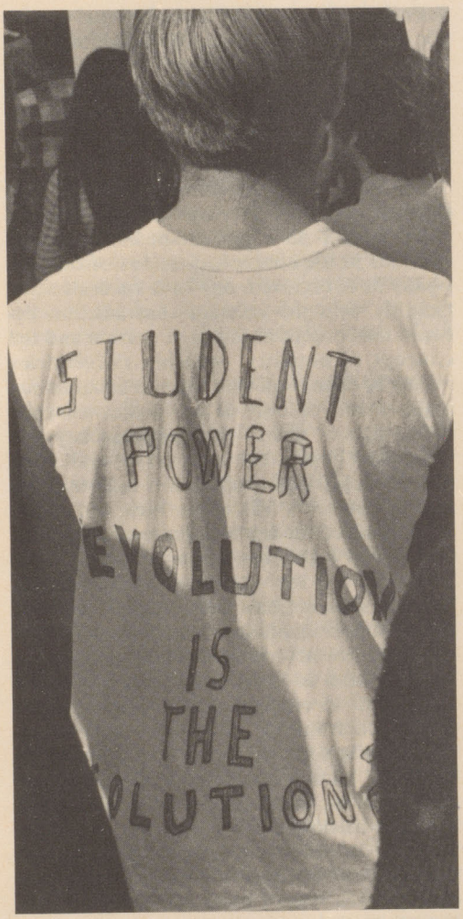
A psychology professor talks about the problems of evolving sound academic structures in the multiversity.

by Dr. Marcel L. Goldschmid

Student dissent and unrest are spreading throughout the world. Belgium, Italy, France, Indonesia, Czechoslovakia, Poland, Yugoslavia, Argentina, the United States, Britain, Japan, Mexico, Canada and other countries have witnessed some form of student activism which has been variously labelled "confrontation", "uprising", "rebellion" or "revolution." Although each of these events may have been triggered by a unique set of circumstances, certain universal demands — an end to the Vietnam war, the nuclear arms race, poverty and racism — have become apparent. Demands for greater democratization of the university — free speech on campus, independent student newspapers and student government and, lately, student participation in decision-making and running the university — have also become prominent.

At least in North America, student unrest of this magnitude is of fairly recent origin and can be traced back to student involvement in the civil rights struggle during the late fifties. Student activism in the thirties was directed at issues outside the university, particularly economic problems. During the forties and fifties, the postwar years of increasing affluence and security-seeking, students were characterized as uncommitted, complacent, and status-oriented. Their "activism" was limited to local pranks and traditions, such as panty raids, flagpole sitting, and phone booth stuffing. It has become obvious that the present generation has no use for these antics. To understand this change we first need to take a look at today's student population.

Research indicates that student activists represent a small, but determined and vocal minority. They tend to be among the healthiest and brightest students. They are able to maintain high achievement records, but they are also deeply concerned with and involved in the world around them. Most likely they were raised in an egalitarian and permissive family environment by parents who placed high values on self-development and concern for others. The activists have been contrasted with the alienated or non-committed who also are disenchanted with society, the university and education, but who have withdrawn from active participation. They have "opted out" of the system and may seek fulfillment in more self-centered preoccupations. But both the activist and the alienated are heavily outnumbered by those who have been referred to as the conformists who either like the way things are, or



who are unconcerned about social issues, or who place more importance on grades, degrees and professional advancement. It is well to remember here that many of the parents of these students belonged to the "quiet" or "apathetic" student generation.

Despite the fact that student activists represent a minority they are, at times, able to engage a larger number of students and lead them in active demonstrations. The general pattern in protests directed at the university (in North America) has become a familiar one: either a minor or major issue on or off campus may cause a reaction by the more or less organized activists who generally favour a politic of confrontation. The administration, often lacking experience in dealing with student demands, may adopt or be forced into a rigid position, thereby furnishing the activists with more ammunition to further escalate the confrontation. At this stage, violence may be used by either or both sides (breaking into an office or a building and police intervention). Accusations of outside interference or of police brutality often serve to incense larger groups of students who join the activists. With such support, frequently strengthened by faculty sympathizers, the students are able to create large scale "disturbances" and in some instances (e.g. in Berkeley) bring "the university to a grinding halt".

But we need to look further into the present-day functioning of the university to understand current student unrest. The role of the administration has become increasingly one of business management, its primary aims being the smooth running of the so-called multiversity, raising funds, and maintaining a good public image. These aims are clearly not viewed as primary by students, at least not by the activists. Today's students want the university to be involved in and deal with controversy, to provide them with meaningful explanation and understanding of their society and to stimulate them intellectually. It is this need which has given rise to "free universities" in Montreal and other communities. The free universities, which are organized and run by students, focus on social problems neglected by the university and furthermore emphasize active involvement rather than passive assimilation.

One could argue that these are legitimate student demands, but are the responsibility of the faculty, not the administration. The faculty, however, has become increasingly preoccupied with securing research contracts, publishing journal articles and books, and consulting with government and business. Teaching and interacting with undergraduate students, which was once the major function of the faculty, is today relegated to a relatively minor role. This development must be understood in the context of existing rewards and demands. Professors are promoted to a large measure on the strength of their publications, partly because these actually demonstrate their capability of making scholarly contributions, and partly because they represent a convenient measure of productivity. In addition, the increasing use of the lecture system, involving ever larger classes, has further diminished communication between faculty and students. In short, the university has more and more become oriented toward research and respon-

Evolution or revolution /continued

sive to economic and political pressures. If the university were *student*-oriented the emphasis would be more on learning, discovery, and social responsibility. This gap between what many students expect and the present-day operation of the university has contributed substantially to student dissatisfaction with their education.

Another way to grasp what is happening at the university is to try to understand the current meaning of higher education. Theoretically, at least, traditional values focusing on self-development and individual scholarly pursuit of knowledge are still upheld and may be found described in almost every university catalogue or convocation speech. In reality, however, these values are overshadowed by the demands from government, business, and industry to mass produce graduates. The university, at least with respect to undergraduates, is no longer a market place for ideas; its primary purpose today is to screen and feed personnel into the technological apparatus of society. To most corporations the specific courses students (graduating in Arts and Science) have taken, or the particular discipline they have majored in, seem irrelevant. The major selection criterion applied to these job applicants is that they have obtained a bachelor's degree which presumably demonstrates their stamina and intelligence. A university education, in this instance, then, serves as a *screening* device rather than as a specific preparation for a career.

Confusion in Curricula

These two conflicting sets of values, the "humanistic" versus the "technological" orientation, which, it should be stressed, are not easily reconciled, have resulted in considerable confusion in the university curricula. We continue to produce majors in history, philosophy, psychology, zoology, and so forth — students who are trained in academic disciplines for which most will have little use once they begin work. Furthermore, except in the case of the few honours courses, we make no distinctions between the "general" student and the "major" student. Our classes are typically taught as if *all* students in a given class plan to go on in that field and either major or do graduate work in it; thus the discipline-specific issues are emphasized. The upshot is that we neither prepare our students — in Arts and Science — very well for a professional career, nor do we provide a broad-based education in the more traditional sense. At best, we prepare our students for more education (graduate school) or for teaching courses in their own major, both of which serve to perpetuate the present academic disciplines.

The basic structure of the university has changed very little over the last one hundred years. Except on a few campuses, no major revisions in the conceptualizations of the university have occurred, nor have we dealt satisfactorily with the inherent contradiction between the concept of higher education and the concept of equality: whether universities should be open to all who meet certain minimal requirements or only to an intellectual elite. In the face of drastic changes in society and the student population (both in type and quantity), it simply is not sufficient to add or eliminate a course or discipline here and there. What is called for is a major re-evaluation and overhaul of higher education.

In view of the vast gulf which remains between man's ideals and present realities, future student revolutions may be unavoidable, but there are nevertheless a number of steps we can take to minimize future disruptive events and to enhance non-violent evolution at McGill. Ironically, if we were able to improve the quality of higher education along the lines I am suggesting, student activism might well increase rather than diminish, but it would become redirected at the real issues off campus. As I have already pointed out, discontent with higher education is only one, perhaps even minor, source of student unrest, but while the university lacks the power to eliminate the other sources of unrest directly, it plays an important role in forming the beliefs and behaviours of those who will emerge as society's leaders.

First of all, it is of the utmost importance to bring about more *diversity*, *choice*, and *student involvement* in higher education. If we stayed within the framework of the present academic disciplines we could, for example, offer two sets of parallel courses in each major field, both equally challenging, but one geared to students who might take a particular course to expand their general knowledge without any intention of majoring in the field, and another for those relatively few students who desire a deeper understanding of a particular field and who want either to major and/or do graduate work in it. Many more courses which focus on current social problems should be available. If we want to be daring and really get students excited we might even include a few credit courses which are initiated, and perhaps run, by students under faculty guidance.

But preferably we would want to take the revision one step further and modify the narrowly defined academic disciplines. It is almost a truism today that an understanding of, and solutions to, most social and indeed scholarly problems call for intellectual flexibility and cross-disciplinary approaches. A second suggestion, then, is a *problem-oriented* approach as an alternative to McGill's present academic-discipline approach. We could offer a series of integrated courses which centre on a particular problem or area (for example, on war, poverty, pollution, race, population explosion, ideology, or alienation). Ideally, many different disciplines from the sciences and the humanities would contribute their knowledge and methodology to the study of these problems. Such programmes consisting, say, of four or five courses could be operated on a yearly basis so that a number of areas could be tackled during the undergraduate student's stay at the university.

It may be argued that such programmes would not prepare a student for a specific career, but — as I have already pointed out — neither do the present academic disciplines. Such interdisciplinary programmes would, however, provide a broader education and would be more relevant to living in modern society. There are many indications that we are rapidly entering a new age, when individual survival is no longer of as much concern as *species* survival. In any case, the problem — and the discipline-oriented programmes need not be mutually exclusive. If both were available we would again be able to offer students more choice than is presently available.

A third area which requires our immediate attention concerns the teaching practices employed in higher education. McGill has resorted more and more to large lecture classes in order to cope with the growing number of students, and while the lecture system has been thought of as an effective method to teach large numbers of students, no empirical evidence actually exists to support this belief. In addition, negative consequences undoubtedly result from this system: students are increasingly deprived of opportunities to think and exchange ideas about, react to and get involved in the material presented and, in the worst case,

are reduced to stenographers taking notes which they memorize and feed back in an exam. Naturally, most students and staff would prefer a smaller faculty-student ratio, but, given the rising cost of higher education, a change in this direction is unlikely to occur.

There may, however, be alternatives to the large lecture classes which would not require additional funds and yet allow for greater student involvement. What I advocate is that we offer students some choice with respect to reading assignments and the particular *form* in which they desire to participate in the learning process. In fact, this term I am experimenting with such a new course design. Students have chosen among four learning options: discussion, seminar, essay and learning cell. Each of these options differs in terms of availability of face to face interaction and independent study. Since no lectures are being given, the frequency of my contacts with students has been reduced, but the different types of interactions between faculty and students, teaching assistants and students, and among students, is both more intensive and in accord with students' personal preferences. Past course evaluations by students have indicated that students vary a great deal with respect to their preferred method of learning; some prefer free discussion, some structured seminars, some independent studies, etc. Any *one* change in the course structure, therefore, would not satisfy all students or even a majority of them. Research evidence suggests that we may be able to engineer matches between a specific method of instruction, on one hand, and personality and preferences of students, on the other, thereby maximizing both student satisfaction and learning effectiveness.

Teaching and the Grading System

In connection with teaching, it is also worthwhile to re-examine the assumption that a professor by virtue of his PhD degree is also a successful lecturer or skillful discussion leader. While every teacher below the university level receives rather extensive training in teaching, many professors begin their teaching career without adequate preparation and experience in effective communication. Nor, typically, do there exist later opportunities for help and improvement. I propose that McGill hold seminars for its faculty members, offering practice in lecturing and leading seminars involving live demonstrations, TV replays, and informative and constructive feedback by students and colleagues.

To supplement our limited teaching personnel we could, furthermore, draw on a resource which has hardly been tapped at all, namely the undergraduate students themselves. Honours and senior students especially may be able to assist the faculty in instructing freshmen and sophomores. With proper training, guidance, and supervision they could serve as discussion leaders in small groups or as tutors to individual students. Any professor can attest to the fact that one of the best ways to learn material is by trying to teach it to someone else.

Our grading system and its underlying assumptions should also be considered. Long before students arrive at McGill, our schools condition them to a system of extrinsic rather than intrinsic motivation. Students learn primarily for grades rather than because learning is fun or because acquiring knowledge is intrinsically rewarding. Thus, higher learning runs the risk of degenerating into a point-getting rat-race. Let me first admit that this is a very thorny problem and one that does not lend itself easily to meaningful solutions, precisely because it is of long standing duration, and because it is so elaborate and widely used.

It seems to me that our grading system focuses too heavily on the poor student. We seem to work under the assumption that every student be considered stupid, unmotivated, lazy, and narrow-minded, unless he proves otherwise. I wonder how much merit there is to this assumption. Perhaps we should reverse it and assume that every student is intelligent, motivated, and interested, unless he proves otherwise. The acceptance of the first assumption implies the necessity for rigid course planning, course sequences, prerequisites, and above all grades to insure that those who do not qualify, will not obtain a degree. What we may forget, however, is that the intelligent and motivated student suffers under this system, since he is treated in the same way as the poor student. Estimates as to the proportions of "good" and "poor" students vary, but in view of our selective admissions criteria, we should expect the overwhelming majority to fall in the "good" category. If we accepted the second assumption, that every student will learn unless he proves otherwise, university education would be characterized by freedom, choice, and responsibility for most students.

I would like to touch on one other, more far reaching possibility in higher education. Why do we believe that the best way to get an education is by taking courses at the university for several years? Why could we not intersperse courses at McGill with brief working experiences in laboratories, hospitals, schools, industry and business and with travels in this country and abroad? Surely no one would deny that these "life" experiences can serve a useful educational purpose. If we plan imaginatively, it should be possible to relate and integrate these experiences with the more traditional academic learning, as has been done successfully in a number of American colleges. Students would not only be able to apply what they have learned, they would probably bring back to the university a wealth of impressions, questions, and ideas. Perhaps we could use part of the $1700 the university has available yearly per student for operating expenses, to sponsor research-, work-, and travel-fellowships. Implementation of such a plan would probably go a long way toward making education relevant to the students' needs and interests and also to bring the university into closer contact with the community.

Obviously none of these proposals represents a panacea for dealing with the staggering problems in higher education. They are intended to provoke discussion, re-examination, and experimentation on a larger scale. I have tried to be as practical in my suggestions as possible, but only their implementation on a try-out basis would really furnish us with the much-needed *empirical* evidence of "what works". Let us accept at the outset that by initiating changes we may make mistakes, but programmes which fall short of the desired goal can be improved or replaced by better ones. The point is that McGill has an opportunity, indeed the responsibility, to take an active role in the shaping of its own destiny, in developing its own vision, rather than merely reacting to student or outside pressures.

It should be noted that McGill is beginning to deal with some of these problems, although we have yet to devise a successful way of communicating to students what specific efforts are being made by the university, nor do we have an efficient forum where students and professors can work together on reforms. It is to be hoped that more students will also get into the act and actively begin to participate in issues which really count rather than being satisfied with a "sandbox" student government. □

Revolt in Academe

Every large university is a potential Columbia, says this journalist who has been studying the academic scene in the US, Canada and Europe.

by James W. Brann

J. Edgar Hoover, director of America's Federal Bureau of Investigation, recently warned the nation's police officials that revolutionary terrorism on the campus is a serious threat to both the academic community and a lawful and orderly society. Writing in the FBI monthly magazine, he said it would be foolhardy for educators, public officials and law enforcement officers to ignore or take lightly the revolutionary terror invading college campuses. He said that the New Left, led by Students for a Democratic Society in the United States, intends to "smash first our educational system, then our economic system and finally our government itself".

That is a pretty terrifying picture and, in a way, Mr. Hoover is right: there are many students and former students who want to destroy the social order. What Mr. Hoover fails to do, however, is to divide student protestors into categories; he lumps them all together into the New Left radicals. What I'm trying to say is that students want different things. Some of them want to tear down the social order; most do not. But a great many do have a strong dissatisfaction, discontent, dislike for the society we live in and for the education they are receiving.

This discontent with the established order is often expressed in rather brutal language by militant students. A Columbia University student, explaining to me his thesis that an honest university cannot exist in our essentially corrupt society said, "Look, these efforts to restructure Columbia are senseless, a waste of time. It's like restructuring Heidelberg in 1938 — what's the use? The university is still surrounded by an evil society, and Hitler is in charge". Mark Rudd, the leader of the SDS at Columbia, has compared the existing social structure of our civilization to a tree, and the university to a branch of that tree. Repairing the branch will do little good, he insists; the entire tree must be uprooted. Not too many Columbia students go that far.

An ever-growing group in the States agrees with much of the SDS analysis concerning the ills of society, but it does not agree with the solution. The mass of far left liberal students do not want the social and governmental structures physically pulled down. These students, and more and more liberals, seem to move to this point of view every day from more moderate positions and still feel that society can be reformed from within. The SDS laughs at this kind of stuff.

Many of you have college-age children, and thus have a first-hand familiarity with the rhetoric of the student protest movement. Thus you know there is a wide range of views held by students, often very differing views amongst students in the same family. It is difficult to generalize about them or the ideas which drive them, but there are some valid observations that can be made about the student movement and the philosophies which seem to attract so many of the middle class in your country and mine, and in western Europe.

McLuhan, Marcuse and Your Child

Student unrest, a discontent with the larger society, has become much too large a movement to dismiss any longer as the grumblings of a few spoiled, neurotic troublemakers. Historian Arthur Schlesinger recently commended in the *Saturday Evening Post*: "A society that produces such an angry reaction among so many of its young people perhaps has some questions to ask itself."

As loyal Canadians, you are no doubt familiar with the works of Marshall McLuhan, and his theories that growing up in a television era has made our children look at the world from a different viewpoint than did previous generations. They no longer have the linear perspective of life that shaped the attitudes of those of us who grew up in an age of print. I have been unable to determine whether this is rubbish or not, but something — perhaps the march of history and technology — has made our children, this generation, different and there may well be serious defects in a civilization that turns off and alienates large numbers of its middle class children.

This is a generation that has grown up surrounded by a complex industrial society. These students did not have the opportunity, as did many of you, of watching this modern technological society being built. Thus they examine it and question it as an entity and are quite ignorant about alternatives or life in an economy of scarcity.

This generation grew up in the fifties, familiar with the analyses of society in such works as David Reisman's *The Lonely Crowd*, M. H. White's *The Organization Man* and C. Wright Mills' *The Power Elite*. These and other sociological examinations painted a picture of individuals as cogs in an anonymous society. Discussion of these forces was to have a profound impact on the founders and leaders of SDS and other New Left groups. This view of life provided a springboard for much of the resulting philosophy of the New Left. Probably the best single work to give an insight into what is driving the real far-out radicals would be Herbert Marcuse's *One Dimensional Man*.

The Rhetoric of Discontent

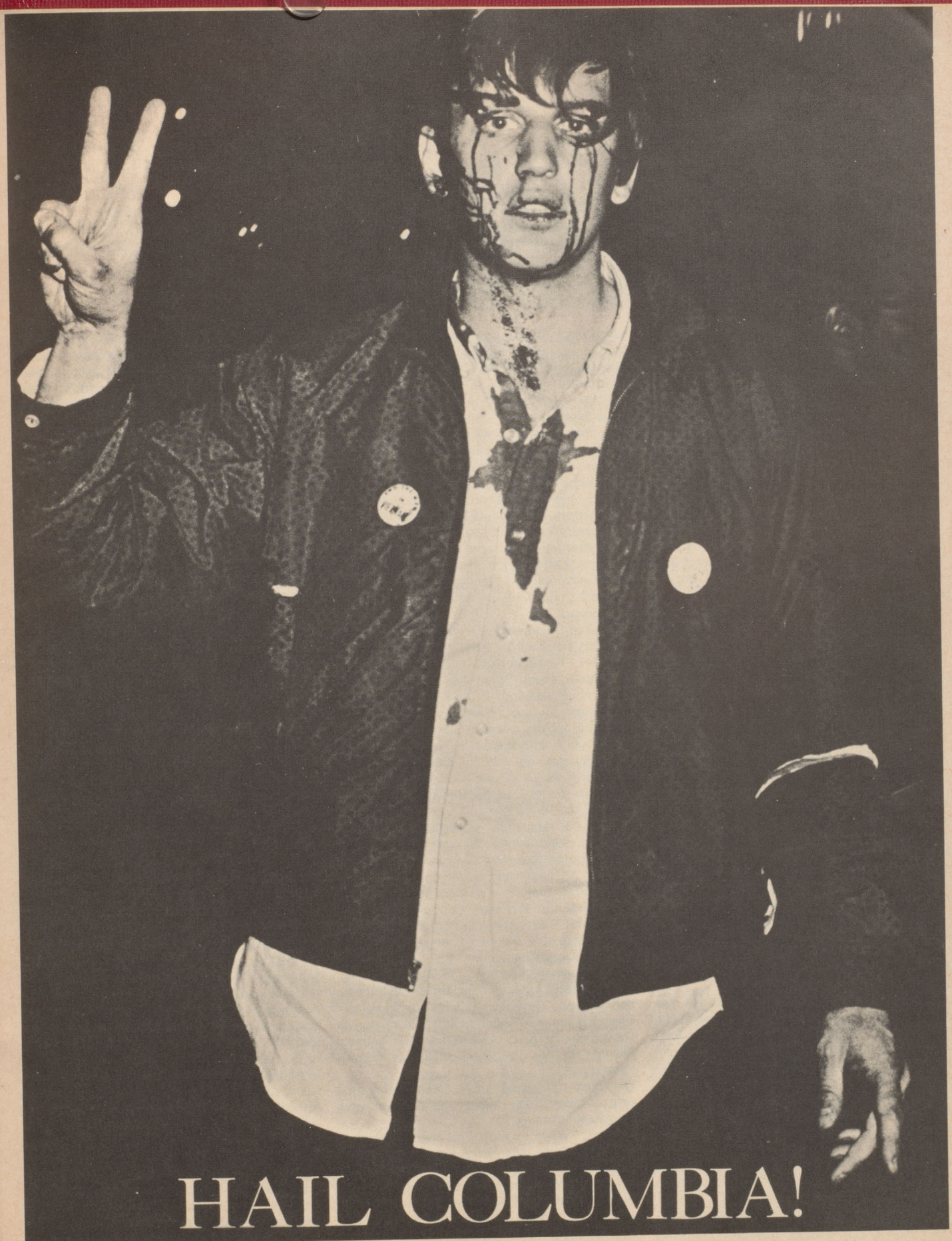
I would like to give you a sample of some of the sort of rhetoric I encounter almost daily, from a student leader who is more articulate than most. He is not a Marxist, but nevertheless feels we are about to enter a period of basic change in the structure of the institutions of our society. He is more articulate than most students, but his views are not uncommon. I should add that he has just talked the Ford Foundation into a $315,000 grant which he would use to set up new types of student-run college classes. This is part of a tape recorded interview I did with him:

Question: "What in your opinion makes today's students act the way they do, makes them so ready to engage in disruptive tactics?"

Answer: "It's very simply a dissatisfaction with the social environments that they find themselves in, both in the country at large and in the immediate institutions which they have been in all their lives — public school, high school, then college — and the beginning of the realization that things don't have to be that way, that they can at least try to do something about it, and the force of example is very great. The power of the media to distribute ideas around the country is hardly realized, and what has worked for a long time to the advantage of maintaining an old position on the part of the generation before us — government, high school, civics textbooks — is now working in the other direction. Kids are realizing that you don't have to accept unjust demands, ancient medieval behaviour on the part of the people who are running the institutions that you are in, and that you can do something about it."

Question: "How about being a little more specific on medieval behaviour?"

Answer: "I think that it takes a lot of forms, and it is very hard to make generalizations that hold for everything. But when a kid comes to college he doesn't quite know why he's there because it's just part of the cultural norm that he gets there. And when he finds that the rules and restrictions and mode of behaviour of the college is simply not tailored to him in any way


HAIL COLUMBIA!

Revolt in Academe/ continued

that he can see, and that in no sense that he can understand is he able to have any impact on the institution, and he is told that he has to be accultured into a culture he feels intuitively isn't 'where it's at', isn't alive, doesn't represent what he wants to become . . . this produces a dissatisfaction that I've found in every college I've gone to.

"It's not terribly articulate, it's not oriented toward any one specific, clear goal; it is just a tremendous motive force and I think that is the heart of the matter. The centre of it is that young people look at adults and say, 'I don't want to be like that'. They don't have a clear picture of exactly what they do want, but discover that it's good enough for them to act, it's good enough to say, 'I'd rather experiment. I don't think I'm going to do that much worse'."

Question: "How much of this activism do you think is rooted in a desire for academic reform?"

Answer: "I think it is conceivable that very thoughtful and creative academic reform could meet the concern, the inarticulate and inchoate concern that kids have. It's possible. I personally am working to try and find ways but I don't see that there is that much causal relationship. I had hoped there would be, but I don't think kids want a specific kind of academic reform, and then get angry at their administrations. I think the anger is much deeper and wider, that academic reform is only another attempt at a cure. The real problem is that young people sense that they are growing up in a society that they don't want to be in, and it is a much deeper kind of reform that is going to have to speak to their ultimate needs."

Question: "Can you get any more specific about this deeper need for reform?"

Answer: "No. Pre-revolutionary periods are just plastic as hell. It's like trying to read the future. There's a terribly deep emotional feeling, there's a building up of pressure, there's the example that by organizing around demands it's possible to push previously invulnerable institutions around. There is no central ideology that in any way grasps the students of this country . . . I think part of the problem is literally that people who are administering and who are trying to respond to these things have their minds set in imagining there must be a cause which, if removed, would remove the effect. And I'm coming to think increasingly that the phenomenon is not explainable by cause and effect, that the social scientists among us (and your questions are very influenced by social science thinking) are not sufficiently wise, nor is their language sufficiently general or helpful to enable us to solve these problems."

Question: "Are you saying then that there is really not much that administrators can do?"

Answer: "That's not what I'm saying. I'm saying there is not much they can do in the mindset they now have. There's not much a liberal administrator can do without a major shift in his presumption about his own job. The core thing that has to be done is the simplest thing in the world, but it is so threatening to most administrators that they really can't imagine themselves doing it. It's in three words: listen to students."

Question: "You said a few minutes ago that students don't know what they really want."

Answer: "That is correct. That is why you have to listen to them. When they know what they want, their demands are so clear that it's a clear confrontation situation. You have to go into the inchoate, unsorted questions. You have to talk with them. You have to presume that they are not just invited guests at the university, or to do what they are told, but that they are real people and are genuinely a part of the university community. You have to sort out with them what they really want to learn, what they really want to do. Then you discover that very few, in fact, want to destroy.

"A great number — as the McCarthy campaign and the Kennedy campaign both demonstrate — are trying to find modes of participating in the life of the society in a way that feels constructive to them. Their questions are more fundamental than the questions of the people one, two or three generations before them. Their demands are for an education that actually involves them in changing the society, for an education that feels to them relevant to the monstrous problems they're among . . ."

Question: "You said earlier we are in a pre-revolutionary stage. What sort of revolution do you see coming?"

Answer: "What I mean . . . is that dissatisfactions are such that the present order can't sustain itself, in my judgment."

Question: "What do you mean by order? Political? Economic? Educational?"

Answer: "I certainly do not know which kinds of sustaining forces are going to wind up crumbling first, and what kinds of floods of emotion and behaviour that's going to release. The experience of the French and Russian revolutions are really quite different from one another, and the American one is still different from that. So what a second American revolution is going to look like is something that is not yet writ. But I guess what I see clearly is that the order can't sustain itself, and the question is, what kinds of things are going to crumble first and how are the pieces going to be picked up?"

2001 and All That

Students are not alone in anticipating an era of basic societal reform, or worse. This is a topic which is beginning to attract many of the writers, thinkers and politicians of our western civilization. Unfortunately, none of them has yet been able to do a good job of defining and explaining the forces that are rocking our social order. A look at a possible future was supplied by John Gardner (a former member of President Johnson's Cabinet and head of the Carnegie Corporation) last June. In an address at Cornell University's 100th Commencement, he told his audience that a Cornell professor had invented a way for a man to step off the time dimension and visit the past or future at will. The professor did not intend to publicize his discovery, said Mr. Gardner, until he had won a few more horse-races. But he did permit Mr. Gardner to explore the coming three centuries:

"The first thing I learned," he said "is that in the last third of the 20th century the rage to demolish succeeded beyond the fondest dreams of the dismantlers. They brought everything tumbling down. Since the hostility to institutions was a product of modern minds, the demolition was most thorough in the most advanced nations. You will be pleased to know," he continued, "that unlike the fall of Rome this decline was not followed by hundreds of years of darkness. In fact, there followed less than a century of chaos and disorder.

"In the latter part of the 21st century, the rebuilding began. Since chaos is always followed by authoritarianism, this was a period of iron rule, worldwide — a world society rigidly organized and controlled. The tyranny grew lax by the end of the 22nd century," he said, "and man's impulse to be free reasserted itself. In the early 23rd century, men were once again

James Brann of the Chronicle of Higher Education *addresses the fifth Alma Mater Fund conference at McGill.*



allowed to study history, something which had been under a ban for two centuries. These scholars of the 23rd century became fascinated with the events of the 20th century. 'Why,' they asked themselves, 'did men turn on their institutions in the late 20th century and destroy them in a fit of impatience?' Fearing that the same thing might happen again, they set out to design institutions that would be flexible and self-renewing, and could change to adapt to human aspirations, for they had discovered that the institutions of the 20th century society were rigid and difficult to change.

"Professors," said Mr. Gardner, "were often cited as an interesting example of this tendency, because they clearly favoured innovation in other parts of the society but steadfastly refused to make universities into flexible, adaptive, self-renewing institutions."

This concern over the need to change institutions recurs again and again in conversation with students. Recently I attended the annual convention of the National Student Association, an association of the elected student leaders from many of America's colleges and universities. (I should add here that Americans don't take their student government as seriously as do Canadians, or at least McGill students.) Most Americans do not bother to vote in student elections, and they pay little attention to what the student government does and how it votes. However, this does seem to be changing now, as the NSA is increasingly becoming better-managed and is able to coordinate a wide-spread push for what they refer to as Student Power in colleges and universities, a voice in reshaping living rules and the classroom experience.

The NSA is considered much more moderate in its demands than the radical and Marxist-oriented SDS, but even NSA moderates were extremely tense and bitter at this meeting, perhaps partly because they came in a week before the Democratic Convention. As a reporter for ten years, covering politics, big business, government, I have never covered a meeting where there was such an overwhelming air of tension and terrifying electricity in the place. The students there told me they were, of course, very disappointed — they could see at that time that McCarthy couldn't get in. They said that the problems in our culture are not simply due to the electoral process in the States, but are caused by the institutions. This realization, coupled with the frustration and disappointment over the loss of Senators Kennedy and McCarthy as presidential candidates, has caused many of them to take a "what's the use" attitude, at least for this Fall.

Edward Schwartz, President of the National Student Association (and the very brilliant son of a McGill graduate) put it this way: "One problem is that liberals view institutions as being basically healthy, and things could be all right with new coalitions of power. Radicals think the institutions must be overhauled. The purpose of confrontation with society's institutions, universities, courts of law, governments, say the students, is to rip off the veneer of civilization on them and expose the inhumanity that lies beneath, as civil rights workers did when southern police were driven to clubbing them to make their system work. The students say Columbia University's use of police was a similar illustration of the establishment's panic over the exposure of the immoral base on which it is built."

I asked Mr. Schwartz if he thought institutions, society, could be overhauled so that students would once again respect it, some day. He said, "Yes, but it's going to take a lot of institutional change. We have just begun with the schools. We haven't even started with things like labour unions which are rotten from top to bottom. The churches are coming along pretty well . . . However," he said, "I see some hope for change through radical reconstruction of existing institutions."

Now let me talk about the radical radicals, and how they view the structure of contemporary society.

The Radical View

Carl Oglesby is about 34, and as recently as four years ago had a good job writing technical pamphlets for Bendix Defence Industries, a house, two cars and a mortgage. He gave all this up and is now one of the leading philosophers of the SDS. Oglesby looks upon universities as factories — a common view — that process students for preordained roles in a technological society. "People feel they get punch-pressed in college," he told me, "and kids are too alive to the other possibilities technology holds out to them. They are too aware of the liberating possibilities of technology. Then they come to college and their first experience is to be oppressed. They find their social roles are prearranged in a society whose first rule seems to be 'make no waves.'

"Students learn quickly," he said, "that they will be able to make $25,000 — $30,000 a year some day if they just go along with the system. This whole split level syndrome is available to these kids, but if they make this deal it means giving up their freedom and co-operating with the machine. It dehumanizes you, it's a deal with the Devil." That's very close to Marcuse's pitch.

Mark Rudd at Columbia had an interesting article recently in the *Saturday Evening Post* in which he talked about how the society has to make work to keep it functioning in the way the bosses want it to function. "How meaningful," he asks, "in terms of real human needs, is the work of a market research analyst developing an advertising program for a new brand of toothpaste, or that of a worker making a part for a car he knows is designed to become obsolete in two years, working in a factory over which he has absolutely no control? We students see the huge gap between potential and realization in our lives. We see that the university prepares us for meaningless work, and we see that so much remains to be done."

On that meaningless work angle, I run into many discontented students who are very bright and have good grades, and I always ask, "What are you going to do when you grow up, when you get out?" They usually give one of two answers: "There is no place in this society for me. I will not go to work for a rotten capitalistic boss who is oppressing people and making them *like* being oppressed because they have material things;" or they say, "I'm going to be a college professor." And then I say, "But I thought you hated universities?" They reply, "Oh well I do, but it's the only place where I can be my own boss and have a lot of time to work for the cause."

These SDS people aren't too specific on what they want to take the place of what we have now. Even Rudd is not a hardline doctrinaire textbook Marxist. He says that the kind of socialism that we'll have to develop in the States will have to develop along the lines of the American experience, and American kids, I've found, are more wary of buying Communism at face value without modifications than are some of the very brilliant radical McGill students I've talked to. Some of the latter are really brilliant hardline textbook Marxists, and not too interested in deviations or making socialism suit the needs and patterns of the country. I rarely run into this sort of analysis from anyone under thirty in the States.

I should add here quickly that I have not

Revolt in Academe/ continued

talked to very many McGill students and I intentionally picked out radical radicals. But they are a bright bunch and I do not envy Dr. Robertson in his job. In fact, after talking with the students, I came away with the distinct impression that if offered the presidency of Columbia or the principalship of McGill, and a gun were put at my head and I was forced to take one, I would almost rather have Columbia because Rudd and his compatriots have a great deal of support among moderate students on just a couple of issues, and if good academic reform were put in there I'm convinced they would again be a small cell. The curve of McGill, in my brief experience, seems to me to be upwards. I hope I'm wrong.

Most SDS members are warm and idealistic persons, idealistic to the extreme. I might add that they will play rough, very rough, ignore the customary rules of democratic behaviour, fair play, and sometimes their own moral philosophies. During the insurrection at Columbia, Rudd was asked by a Teachers' College coed, "But aren't you being manipulative, using people, when your real goal is to bring the university down, not simply halt the gymnasium construction?" Rudd thought a minute, then replied, "Yes it is manipulation I guess, but it's honest manipulation because we tell the people what we are doing. As I see it," he said, "America is in a pre-revolutionary stage. This is the time to educate the people to the basic corruption of society; confrontations like this serve to educate the masses."

It is my observation that the mass of students, whatever their political leaning, are unhappy with the education they are getting. This contributes heavily to the powderkeg atmosphere of today's campuses in your country and mine. Most American universities are ill-suited to provide a satisfactory and relevant learning experience in this fast changing age, and almost all of them could benefit greatly from the sort of self-examination now going on at Columbia and McGill. But for the most part, they are doing little, conducting business as usual.

Where the Power Is

As John Gardner pointed out, a large share of the blame for the reluctance to change must go to the faculty. Some of my best friends are faculty members, but the more I travel the more I am convinced that they are obstructing any hope for a sane solution by administrators. It's not difficult to understand why professors don't want to change: being a college professor in a university today is a very pleasant way to make a living. You are your own boss, and it is a profession open to large numbers of the middle class. At most American universities, professors make between $16,000 and $20,000 a year in salary, and if they are any kind of entrepreneur at all they can add a fourth of that again from outside work.

Dean Woods said tonight that he characterized his faculty as the greatest bunch of prima donnas in the world, and he touched on a very salient point: "They operate in an international labour market that is extremely in their favour. There is no authority over faculty." In fact, If Columbia puts in the sort of academic reform that would prevent prize-winning historians from simply standing up and reading chapters from their new textbook class period after class period, most of your older and more senior professors will leave because they can get excellent jobs elsewhere doing what they used to do. And promotions are based, of course, on what they've written, and their teaching ability or lack of it does not play a significant part in their reward system. Canadian students, even the most embittered, tell me the situation is a little better up here.

A graduate students' union is now developing at Columbia which is a group with a far more sophisticated appreciation of where power really lies than SDS. SDS has to view everything from the top down, and they say "Look who's on the Board of Trustees, that's what makes the university so evil." They don't relate this to what goes on in the classroom; they don't understand that the faculty decides who is admitted to college, what they're taught, how they're taught, when they'll be kicked out, and who is hired as other faculty. It's just completely beyond the SDS students, brilliant though they are, to grasp this. I'm puzzled. One of the most depressing things about my job is travelling around and seeing universities doing so little about studying this problem of educational reform. In my opinion the malaise is so wide-spread that every university is a potential Columbia.

In my travels I see a steady drift, everywhere, toward the radical end of the spectrum. I think if I were defining where the students are, I would put a small group of very Marxist radicals on one end (and in the States I would hardly call them Marxists because they are so deviant) who do want to destroy, bring down the society. Next to them is a larger group — and it's getting larger all the time — which agrees with the SDS analysis but isn't quite ready yet to throw bombs. The radicals, of course, say that educational reform is only part of the answer; I think it's a large part. If the educational experience were made more meaningful for the large mass of students, the radicals would have a difficult time obtaining support for their more disruptive endeavours.

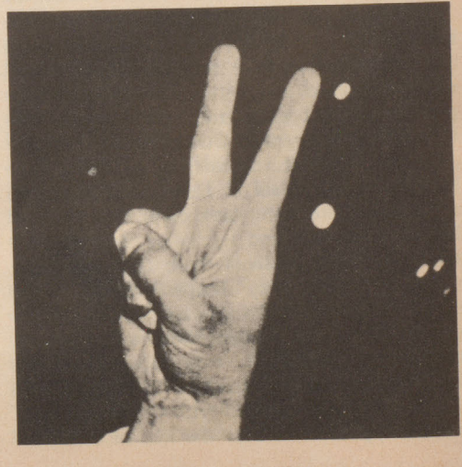
In talking with one of your students, I asked, "What do you think of Trudeau?"

He said, "What do you think of him?"

I said, "Oh, we Americans think he's wonderful."

And he replied, "Well, we didn't like him because we want a conservative at the head of the government because that gives you a target so you can educate the society as to its evils. A liberal like Trudeau will give the people enough to keep them happy and confused so they don't know how oppressed they are, and thus slow down our revolution. It's harder to educate people with a liberal. But after Chicago we've changed our minds, because we've decided that you cannot foment a revolution while you're being beaten over the head with a club. Therefore, even though Trudeau will slow down our educational process and revolution, we're going to support him from now on."

I wish I could end with some advice on how you can help your Principal. In these troubled times I don't know which he is going to need more, your money or your good will.□



Student radicalism: an American import?

A McGill lecturer's challenge to Canadians to face up to unrest in their universities, delivered at the 1968 Couchiching Conference.

by Stanley Gray

The idea that student radicalism is a foreign import is a view widely held among university administrators, who tend to believe that all the nasty troubles on their campuses involving protests and sit-ins are not locally rooted, that there isn't and can't be general and deep dissatisfaction with *their* universities, and that these troubles, therefore, must be externally provoked and stimulated by a species commonly called "outside agitators". This is an interpretation, in fact, that belongs to a more general ideological outlook characteristic of all privileged and ruling strata, e.g. Dean Rusk attributing the Vietnamese revolution to "aggression from the North," or the Southern U.S. racists conceiving the civil rights movement as a product of "Northern agitators". Domestic unrest, to such people, is never a popular movement originating in local discontent with genuinely bad conditions and situations, but is rather a product of external instigation.

More near home, we have seen similar reactions by university administrators in Canada to campus confrontations and to the widespread student protest movement that has recently developed. Listen to McGill University's Dean Mordell explaining the causes of the recent student revolts at McGill: "(The actions of student militants) are not spontaneous demonstrations of a justified feeling, but operations carefully planned and sometimes aided by quasi-professional agitators who move from campus to campus employing such techniques as walkie-talkie instructions to agents in the crowds for maximum effectiveness." Or, again, "Behind all the student unrest is a power-hungry minority using professional techniques and even imported leadership to take over control of universities".

Dean Mordell is no unique case at McGill, and his view is typical of the nonsense and self-delusion that McGill's administrators and much of its senior faculty have been indulging in to explain the very effective and widespread student radical movement on that campus. In fact, during the last several months a good number of McGill's top administrators have been giving public speeches denouncing the activists as nothing but a totally destructive and insignificantly small minority on campus — despite the fact that in the March Students' Council elections the left-wing activists won virtually every post up for election, including the Executive; or, as far as destructiveness goes, the student activist leaders have, during the past year, presented several detailed reports suggesting comprehensive reform plans in the educational process and governing structure of the university, virtually all of which have been ignored by the Administration, and that, in fact, the only positive thing these same administrators regularly compliment themselves upon is the creation and work of the Tripartite Commission, a commission that was first suggested by the radical Students for a Democratic University in the midst of the November crisis and adopted the next day by the Administration.

I tend to think that this type of ideological mystification, self-delusion and, often, blatant lies, is indicative of a general tendency of university administrations — their total inability to react creatively and responsibly to the challenges that the new student movement has presented. In fact, in relation to McGill's administration, if they would sometimes read their own speeches, they might understand why more and more McGill students are refusing to recognize their legitimacy and authority to control the university and students' lives therein. Listen to McGill's distinguished Dean of Law, Maxwell Cohen (quoted in *Logos*, a Montreal underground newspaper), addressing a group of students sitting-in for a student newspaper free of administration censorship:

"Now let me tell you, I am an old radical . . . And here you come and you disrupt the fragile surface of order which marks any community. Bear in mind how fragile order is. Don't tamper with order, don't think that because you're involved in something that is called 'passive resistance' this is not disorder. Of course, it's disorder. It's a very serious kind of disorder and it's very fragile. All systems of order are very fragile and if you have any belief in a visible society, one of the highest things you can do is to protect the order. Revolutions are justified when you have real problems. But where the society itself is socially viable, I suggest that one of your prime obligations is to worry about the fragility of order wherever you find it."

With this level of creativeness and intellectual sophistication in approaching university reform, it is no wonder increasingly large numbers of students are taking matters into their own hands and are refusing to accept the fact that people like Maxwell Cohen should have the degree of power they do have on Canadian campuses.

Student Movements Similar

The view implied in the term "The new student radicalism, an American import," I would characterize as "ideological", in the original Marxist sense of the concept. Marx characterized ideology as a world-view or outlook that was essentially a false conciousness, a distorted picture, interpretation or theory of social reality. While ideology reflects a real situation and condition, and therefore contains a degree of truth, it expresses this reality and truth within a false and distorted framework. Now, in this proportion, the element of truth resides in the similarity of the Canadian and American student movements. But the distorted form in which this reality is presented is the assertion that the movement here is an importation, without indigenous roots and causes.

Furthermore, ideology, in the Marxist view, is a mystified outlook and interpretation that is appropriate to certain interests or a certain social class — in this case, that of university administrators, who, because of their position and function in the university and in society, cannot or refuse to recognize firstly, the humanly inadequate universities they have created and rule over, and, secondly, the widespread nature of the dissatisfaction and protest amongst their student bodies. Rejecting these two central facts, our mystified administrators therefore have to attribute the protests and confrontations to alien influence and outside agitators.

But the truth of the proposition, as I said before, is that the revolutionary youth movement exhibits similarities of form and content, not only in Canada and the United States, but also in Britain, France, Italy, Belgium and elsewhere. And this is to be explained, not by conjuring up images of sinister international subversive agencies, but by the similarity of conditions in the university and society which have provoked similar revolts and social movements against it, and by the fact that each movement learns from the experiences of other ones. This has led to a developing international dialectic of increasingly sophisticated strategies and theories on the part of the international student movement.

What, then, are these common conditions I'm referring to? The first point to be taken into account is the historical transformation which has produced the "multiversity" as a uniquely modern neo-capitalist form of higher

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educational institution. This century has seen a shift in the character of universities, away from the "community of scholars" or small elite-training institutes of the past, and towards mass educational institutions designed to produce hundreds of thousands of licensed, skilled graduates who can sell their labour power to industry, the government and the military. The effective administration of technologically-advanced neo-capitalist societies has created a greater objective need for the technical and intellectual skills and manpower which only the universities can provide. Hence, today's universities are less communities interested in the pursuit of truth or in producing a small cultured ruling class, but are, rather, immense knowledge factories, performing the dual function of training a "new working class" of technically skilled people and providing the much-needed research, manpower and intellectual services to the government, military and corporations.

Nature of the Multiversity

The characteristics of such a multiversity, — large size, extreme academic specialization and fragmentation, narrow rather than broad training, etc. — must be seen in terms of these functions it plays within neo-capitalism. Its educational process is authoritarian, with students being treated as passive consumers of pre-established techniques and information rather than as active participants in their all-round intellectual self-development. Its governing structure is autocratic and paternalistic, with an administration acting on behalf of outside corporations wielding decisive power, rather than students and the majority of faculty. Its ideal is to produce technically qualified and efficiently socialized robots, humanly and intellectually stunted and underdeveloped but capable of performing the required services in an unquestioning way in the corporate and government hierarchies. The knowledge and educational processes within the university, twisted as it is to conform to the demands of outside capital and profitability, becomes fragmented rather than comprehensive and integrated, socially conservative rather than progressive and critical, a repressive rather than a liberating experience. And the theories that the multiversity's social scientists produce and inundate their students with, perform a truly ideological function in the university, and in society in general: they legitimize the authority-structure and social relations of monopoly capitalism, mask its true character and counsel conservatism in social change. In fact, the methods and whole orientation of bourgeois sociology, political science, psychology and economics work to prevent the students from acquiring an integrated and critical understanding of the social whole and from being able to translate their personal problems into a political consciousness and program for social change. And this is only one dimension of another essential function that the multiversity plays: inculcating bourgeois culture and ideology into its students.

The brief characterization I have just given of the capitalist multiversity is not simply my own interpretation, for its nature has been similarly described by one of the most articulate and far-seeing ideologues of the neo-capitalist knowledge industry, Clark Kerr. The following are some selections from his book, *The Uses of the University:*

"There are two great cliches about the university. One pictures it as a radical institution, when in fact it is most conservative in its institutional conduct. The other pictures it as autonomous, a cloister, when the historical fact is that it has always responded, but seldom so quickly as today, to the desires and demands of external groups. . .

"The university is being called upon to educate previously unimagined numbers of students; to respond to the expanding claims of national service; to merge its activities with industry as never before; to adapt to and re-channel new intellectual currents.

"It is more a mechanism — a series of processes producing a series of results — a mechanism held together by administrative rules and powered by money.

"An almost ideal location for a modern university is to be sandwiched between a middle-class district on its way to becoming a slum and an ultra-modern industrial part — so that the students may live in the one and the faculty consult in the other.

"Sometimes industry will reach into a university laboratory to extract the newest ideas before they are born. Instead of waiting outside the gates, agents are working the corridors. They also work the placement offices. And the university, in turn, reaches into industry."

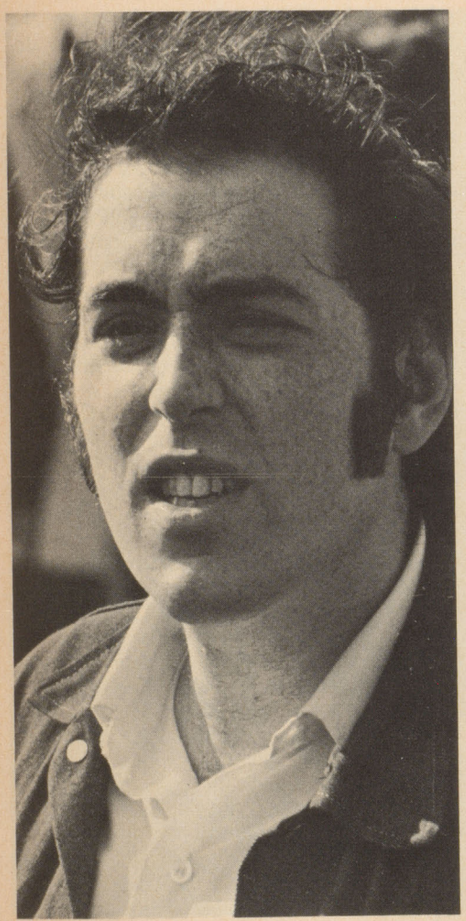
But "the necessities of history" which Kerr invokes to explain and justify these transformations don't develop without producing contradictions. As Kerr himself stated, a year before the Berkeley outbreak, ". . . the undergraduate students are restless. Recent changes in the American university have done them little good . . ." And ever since 1964 student revolt has been forcing upon the consciousness of university presidents like Clark Kerr the fact that men are not clay objects, infinitely malleable entities to be manipulated at will by the university academics and bureaucrats. On an ever increasing scale they are refusing the definitions and limitations imposed upon them by university authorities, and are revolting against their conditions in the multiversity. At base, they are demanding that the university's educational processes, social commitment and governing institutions conform to human needs rather than the needs of capital, as defined and enforced by those who run the university.

Confronting Universities and Society

This reaction is natural and inevitable for this generation of students. The multiversity is a bundle of explosive contradictions: it cannot at one and the same time offer students a degree of education and freedom and prevent them from using this freedom and education to critically evaluate the university and challenge the type of existence it forces upon them. Well-educated people cannot be kept subservient and powerless in their primary milieux, and it is no accident that it is the bright students who fill the ranks of the campus activists. Alienated from the process and the product of their work, students confront a university that is individually stifling, conservative, status-oriented and hierarchical. Desiring to actively participate in developing for themselves a meaningful and integrated education, they are forced into narrow and specialized training routines and find their course work more and more restricted and degraded by the insidious examination and marking system. Being socially idealistic, empathizing with the poor and the oppressed and committed to creating a new social order, students see their administrations whoring their universities to the powers-that-be, directly and indirectly serving the interests of capitalism and imperialism.

These conflicts are rooted in the very character of the multiversity today, constitute its essence and make for greater and greater confrontations.

Political theory lecturer Stan Gray, BA '65, is former leader of McGill's radical Students for a Democratic University.



But the student revolt has another dimension to it. That is, the revolt is in reaction to and conditioned by, not only the character of the multiversity, but also by the nature of the society youth have grown up in. Here I'm referring to the so-called "generational revolt". The type of experiences and environments that the post-'45 generation has passed through is partly responsible for the type of youth unrest and radicalism now evidenced. A higher level of material satisfaction, a more permissive upbringing and better educational levels have led to a higher level of expectations and a better ability to articulate them — we are a more sophisticated and expectant generation. This also means that we are better able to see through and pierce the corruptions, ideological mystifications and repressive mores of this society, a neo-capitalist society oriented to the profit of the few rather than the self-realization of the many. Contrary to some popular myths, greater affluence and freedom from insecurity doesn't lead to satisfaction, complacency or "embourgeoisement," but rather to a higher level of expectations and demands — a concern for the qualitative character of human needs rather than simply their quantitative character; demands for freedom, creativity and self-realization in all spheres of life; demands for participation, meaning and control in education and at work — rather than only increased consumer goods. Once the problem of scarcity has been largely solved, the problem becomes one of the kind and content of the life to be produced. "A contradiction breaks out between the power, the responsibility, and the mastery of the worker in productive praxis, and his powerlessness, and servitude in relation to capital . . . once a certain level of culture has been reached, the need for autonomy, the need to develop one's abilities freely and to give a purpose to one's life is experienced with the same intensity as an unsatisfied physiological necessity" (André Gorz, *A Strategy for Labor*). And this generation raised in material security and with higher sophistication and expectations comes up against the harsh realities of the socially, economically, culturally, intellectually, sexually and politically repressive and hierarchical society that monopoly capitalism represents — a society that subordinates human creative praxis to the demands of inert capital. The result has been an expanding political and social revolt of youth in all areas and milieux of society — young workers (white and blue collar), students, hippies, racial minorities, etc.

With specific reference to the university, student activism is partly directed against the university (the demand for democratic control, a decent education, independence from Establishment subservience) and partly against the type of society as a whole. And within the university the two aspects of the revolt are necessarily interrelated, since the university is not abstracted from or isolated from it, but the two are organically connected, the university's specific character deriving from its objective function within the totality of monopoly capitalist society. The student movement today realizes that the university cannot be changed in a meaningful way until the whole society is fundamentally restructured.

The point is that advanced monopoly capitalism has given rise to needs, expectations and capabilities which it is structurally incapable of satisfying and which provoke resistance against it, and these contradictions are deeply experienced and acted upon by today's students in the capitalist multiversity. These contradictions and their consequences have been ably stated by André Gorz, a French Marxist writing on the new working-class. He talks of "the extreme human and cultural misery to which not only the industry of advanced capitalism but above all its institutions, its education and its culture, have reduced the technical worker . . . Out of fear of creating men who by virtue of the too 'rich' development of their abilities would refuse to submit to the discipline of a too narrow task and to the industrial hierarchy, the effort has been made to stunt them from the beginning; they were designed to be competent but limited, active but docile, intelligent but ignorant of anything outside of their function, incapable of having a horizon beyond that of their task.

"The problem of big management is to harmonize two contradictory necessities: the necessity of developing human capabilities, imposed by modern processes of production and the political necessity of insuring that this kind of development does not bring in its wake any augmentation of the independence of the individual, provoking him to challenge the present division of social labor and distribution of power." But, Gorz continues, "It is in education that industrial capitalism will provoke the revolts which it attempts to avoid in its factories . . . this enterprise is a tissue of explosive contradictions, for to attempt to teach ignorance at the same time as knowledge, dependence at the same time as intellectual autonomy within narrow limits, is to expose oneself — if one cannot enforce a rigorous segregation — to the risk of seeing these limits and this ignorance challenged . . . (for the new proletarians of culture), if one cannot mutilate and specialize them from childhood, one cannot prevent them from feeling that the specialization and ignorance imposed on them, and the chances of autonomy and culture denied them, represent an inacceptable spoilation. There lies the possibility and the necessity for a cultural battle waged on all fronts by the socialist forces; against the subordination of education to ephemeral industrial requirements, and for the self-determination of education by the educators and the educated; against the academic mandarinate and utili-

Student Radicalism/ continued

tarian mass culture, and for an all-sided and integral education which permits individuals to measure the whole wealth of possibilities, to orient themselves according to their own needs and to orient society likewise." The student radical movement is therefore a revolt as well against the establishment that controls the university and the type of repressive class society that creates it.

Thus we have seen the development in North America and Western Europe of a student movement with similar goals, strategy, tactics and style — similar because of the essential similarity of their societies and universities, or, as Kerr puts it, "It is simply that the imperatives that have molded the American university are at work around the world."

The International Dynamic

There is a certain international dynamic at play here, in that the movements are often inspired by and assimilate the lessons and experience of other movements, add their own improvisations and experience to come up with new and higher level theory and form of struggle, which itself gets picked up elsewhere. One need only look, for example, how the British inaugurated civil disobedience campaigns on the disarmament issue and the American civil rights campaigns influenced the Berkeley outbreak. Or one can take the example of the philosophy and strategy of "student syndicalism," first developed in France by UNEF after 1945, subsequently adopted by UGEQ in Quebec and now being adopted by many elements in the American Students for a Democratic Society. Or look at how the events at Columbia this spring instantly stimulated similar seizures of Administration buildings all over the United States on the issues of university participation in military operations and racist policies; or how the Paris student uprising inspired and created an example for similar rebellions and sympathy actions in Belgium, Italy and Berkeley.

This process is not simply one of the spread of more effective strategies and tactics, but is rather characterized by an elevation in the whole outlook, sophistication and world-view of the student movement over time. Marxism is coming more and more to be the common denominator of all student movements in North America and Western Europe, even so in the new left SDS in the United States. I think this is inevitable and is a tribute to the growing sophistication and maturity of the international student new left, inasmuch as Marxism is the most developed, refined and coherent revolutionary philosophy or world-view today and one that as a systematic social theory corresponds to the objective realities of the capitalist era, and inasmuch as it testifies to the realization by the student movements that they must ally themselves with the working class in order to achieve the type of social transformation requisite to break the power of monopoly capital and create a new, non-repressive and truly free social order.

Canada, of course, is no exception to these general developments I have just outlined. In the last year we have seen student revolts which are essentially similar to those occurring elsewhere. The seizure of the Administration building was an action common to Columbia and McGill, as was the Administration's response in calling in the police and the subsequent brutality evidenced — the difference in the two cases being that the Columbia confrontation lasted longer and the police attack was more widespread and brutal, although it must be said that the McGill Administration was quicker to call in the cops and were more publicly deceitful in trying to cover up what actually happened that night. In the final analysis, the only way Administration can try to resolve the irresolvable conflicts in the multiversities is by the use of naked police force.

One reason for the essential similarity of the student protest movements in Canada and the United States is the similar reactions by Administrations when their authoritarian power on campuses is challenged. In fact, when one spans the whole of the last academic year, one notes a remarkable consistency in the issues over which student-Administration confrontations occurred — they followed a certain pattern: (1) Administration censorship attempts on student freedom of expression in their newspapers; (2) Administration's attempted disciplining of students over non-academic questions and the use of the insidious *in loco parentis* system; (3) the presence of recruiting on campus for the military or war-corporations. And towards the end of the year, we saw the development in the United States of newer issues and strategies: students taking the offensive and picking the issues themselves, specifically attacking the university's connections to the imperialist machine and its racist policies, and forcibly seizing university buildings and making the university grind to a halt to make their demands effective. I think this is a welcome development — students pursuing an agressive strategy, choosing issues demonstrating the link between the university and ruling class interests, and using to a maximum effect their collective power in disrupting and forcibly taking control of the campus — and I look to more of this type of strategy in the coming year.

Unity of Radical Youth

As I have stated, similarity of conditions have tended to produce similarity of reactions and protests. What this also implies is a similarity of *interests* between the young radical movements in different countries, and we are seeing the development of a new left internationalism not confined within, or concerned with, the framework of existing capitalist nation-state structures. What is relevant is an international unity of revolutionary movements and radical youth. This has so far been expressed in many ways, from co-ordinated international Vietnam protests to solidarity demonstrations for the French and German student struggles.

With reference to Canada and the United States, we see American society as one in contradiction, in structural conflict and social class antagonism, not as a monolithic unity. The blacks, the poor of all races, the students, and hopefully in the future, the working-class, represent genuine oppositionist social forces in the American system, and we side with and work in common with these movements — the oppositionist and radical movements, the other pole of the contradiction of a society in structural antagonism. We have common interests with and therefore see ourselves developing a common outlook and strategy for the purpose of defeating the ruling classes of the United States and Canada. While we recognize the fact of American imperialist control, we focus not upon developing independent capitalist nation-states, but upon developing an international revolutionary student and working-class movement.

And let me remind you that the future of this continent lies not with the corrupted politicians, corporate chieftains or lifeless bureaucrats who now control the organs of national power, nor, for that matter with their intellectual flunkies and apologists in the universities, but rather with today's generation of revolutionary youth.□

Society activities

by Andrew Allen



Left: Society President William R. Eakin greets Beatty Lecturer Dr. Han Suyin and her husband, Col. Vincent V. Ruthnaswany, prior to the Annual Meeting at the McIntyre Centre. Below left: Miss Elizabeth Monk, QC, BA '19, BCL '23, admires her Gold Medal as Director H. J. Ross Newman, BA '37, looks on. At right, Mr. Eakin presents medal to Dr. Alan Ross, MD '27.





For the first time the Society's Annual Meeting was held on Reunion Weekend, a time when the largest number of out-of-town graduates might be expected. Two hundred and twelve came to the McIntyre Medical Sciences Centre, many no doubt attracted by the prospect of hearing Dr. Han Suyin deliver her second Beatty Lecture following the meeting. Dr. Han was in the receiving line at the pre-meeting party.

Apart from business, including the election of the new officers and directors whose nominations were announced in the July issue of the *News*, the meeting rightly served as a platform for the retiring president and an occasion for recognizing services rendered. President William R. Eakin welcomed the many out-of-town graduates, especially the two oldest — both engineers from British Columbia: Harry Archibald, '92, Bachelor of Applied Science, 1898, and Gardner Eldridge, BSc '11.

The retiring president presented the Society's Gold Medal, its highest award, to Miss Elizabeth Monk, QC, BA '19, BCL '23, and to Dr. Alan S. Ross, MD '27, for "particularly important contributions to the welfare of society and the enhancement of the reputation of the University." Of Miss Monk, Laird Watt, chairman of the Honours and Awards Committee, said: "As a protagonist of the women's vote in Quebec, as a Montreal City Councillor, as a legal counsel for women's organizations, she has been a pioneer, and is today a recognized authority on women's rights. She has long played a leading and successful role in the university education of women. She has been unsparing in her activities for the Canadian Federation of University Women and in the wider field of the International Federation of University Women."

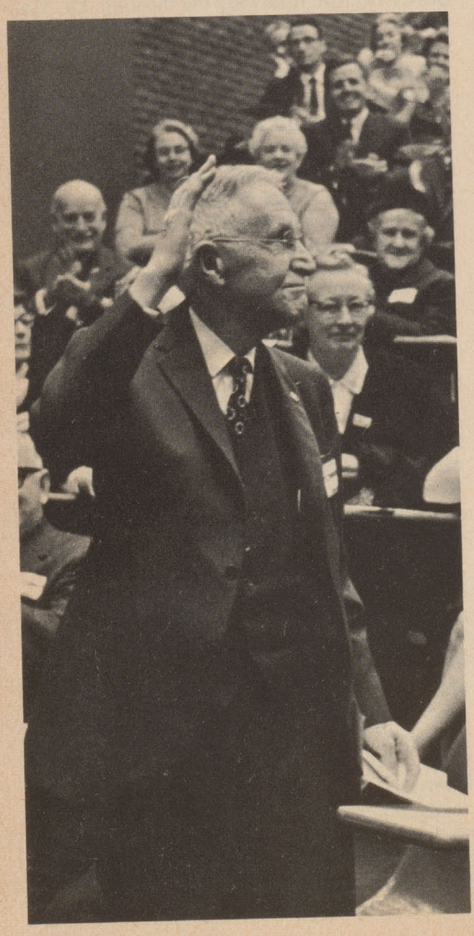
In presenting Dr. Ross, Mr. Watt referred to his distinguished career in the Montreal Children's Hospital, which he is leaving to become Founding Professor of Paediatrics at University College, Nairobi, Kenya, and to the

Below: Mr. Eakin presents Distinguished Service Awards to Gordon V. Adams and Isabel Whittall, BA '47.

Bottom: The oldest graduate at the Annual Meeting, Harry Archibald, Bachelor of Applied Science, '98, salutes the assembled crowd.







Society Activities/ continued

"sympathetic humanity which characterizes his nature and endeared him to every parent who ever came in contact with him". His career, he said, is such that "the reputation and renown of McGill University have been enhanced".

Distinguished Service Awards were given to two graduates for work outside the Montreal area: Isabel Whittall, BA '47, was cited for her work in the McGill Society of Toronto, and Gordon V. Adams, an associate member of the Graduates' Society was honoured for his work, first as Secretary then as President, of Friends of McGill University Inc., the organization set up in the USA in 1945 to receive gifts to McGill by alumni and friends in that country.

In his address, Mr. Eakin referred to the massive reaction of graduates to developments on the campus nearly a year ago. "We had doves," he said, "and we had hawks. No matter how extreme the views held, no matter how left-wing or right-wing, it was obvious that those who expressed them were doing so through concern for the well-being of their Alma Mater . . . The graduates who had been elected to the Board of Governors by this Society earned their keep. I think we owe these graduates, and especially the Chancellor, a sincere vote of thanks for the time and effort that they have devoted to the University's affairs."

"This University," he said, "confers nearly 3,000 degrees per annum and our problem is how to capture the interest of these young graduates and how to keep them interested in the University. This problem is not new, but it is one which from here on your Society must make a major effort to solve.

"We believe," Mr. Eakin concluded, "that the full influence of this Society should be used to support the University in its role as the leading institution of the English-speaking population of Quebec. We believe that McGill must offer this population the leadership it needs and deserves. We strongly feel that McGill is an integral part of the Quebec scene and must play its full part in a bilingual society. At the same time, however, we firmly believe that the national and international status of McGill as a university must be maintained untarnished. We believe that the full influence of this Society must be directed to this end, and in handing over the reins to Don McRobie, I am convinced that you have the right man, at the right time, in the right place."

In acknowledging his election, Donald R. McRobie said that there was a time not long ago when the aims and objectives of the Society were relatively clear-cut, easy to understand, and accepted by the great majority of members. "The Graduates' Society," he said, "may still be a haven where one can renew friendships, but it must also reflect a contemporary outlook, the very essence of which is an ability to accept change. The catch is that there are many interpretations of 'contemporary' in a graduate body of almost 45,000, half of whom graduated in the last fifteen years."

Mr. McRobie announced that at its last meeting, the Board of Directors had approved a study of the objectives, structure and activities of the Society, which will be headed by the new second vice-president, David Culver. The first move will likely be an opinion survey among a representative cross-section of the membership in order to determine to what extent there should be changes to meet today's and tomorrow's requirements.

Mr. McRobie concluded by paying tribute to Bill Eakin for "the thoughtful leadership he brought to the Society during his term of office which was . . . really a term and a half. There was an unparalleled demand on his time," he said, "which he gave most unselfishly".

Reunions '68

Reunion secretary, Mrs. Everett Crutchlow, reports that chairman John H. Dinsmore's committee of Ben Fuller, Mary Herzberg, Donald MacSween and Gerard "Bud" Patton provided a varied programme to interlock with "McGill Rendezvous," the University Open House. Class parties were held by 43 out of 86 eligible classes this year. Two special initiatives were taken: the first full-scale medical programme was provided by the Faculty of Medicine in collaboration with the four teaching hospitals, and on the social side, "Carrefour" in Redpath Hall offered a meeting place, entertainment, and a starting point for capsule tours of the University. Despite a satisfactory attendance of out-of-towners, "Carrefour," the Reunion Seminar entitled "Campus in (R)Evolution" and the RVC coffee party all reported limited support.

Local graduate interest was clearly evident at the football luncheon, the Principal's reception and the Sunday walking tours of Old Montreal and Place Bonaventure.□



Among the many activities planned for Reunion graduates this year was a tour of the recently restored sections of Old Montreal. After an introductory lecture on the area by Dr. John D. King, curator of the Chateau de Ramezay (right), graduates wended their way under sunny skies along St. Paul Street, past the Sailors' Church and the former Bonsecours Market, now a modern office complex for the City of Montreal. At right, a pair of adventurers desert the madding crowd for an intimate glimpse of an ancient courtyard. Below, the tour passes by Rasco's Hotel, once a haven for Charles Dickens, now a deserted shell awaiting restoration by any enterprising philanthropist.







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'23

T. W. Eadie, BSc '23, formerly chairman of the board of directors, Bell Canada, retired on August 1st, 1968, after forty-five years of service. He will continue to serve on the board of directors.

'27

Kiel H. Oxley, BA '27, superintendent/special duties with the Protestant School Board of Greater Montreal and member of the Protestant Committee of Quebec's Superior Council of Education, was recently elected president of the Canadian College of Teachers.

'29

Lawrence Marks, BA '29, was appointed national chairman of the labour relations section of the Canadian Bar Association at the annual meeting in Vancouver.

'30

Dr. J. C. Woodward, BSA '30, has been named assistant deputy minister (research) in the Canadian Department of Agriculture.

'32

Dr. Clement C. Clay, MD '32, served as a consultant for the Pan American Health Organization (regional office of the World Health Organization) at the new Centro Latinamericano de Administración Medica in Buenos Aires, Argentina from February until July while on sabbatical leave from his post as professor of administrative medicine and director of the graduate programme in Hospital Administration at Columbia University in New York. The center was established by the Pan American Health Organization, the National Government of Argentina, and the University of Buenos Aires to educate administrative personnel for the health services of the Latin American countries. He was also recently re-elected to the Council of Regents of the American College of Hospital Administrators.

Harold H. Goodman, BCom '32, was recently elected a member of the Canadian Stock Exchange.

'35

Dr. H. Goren Perelmuter, BA '35, has been appointed to the Faculty of the Catholic Theological Union associated with the University of Chicago. He is presently Rabbi of Temple Isaiah Israel and a member of the Board of Governors of the Hebrew Union College Jewish Institute of Religion.

'38

David M. Chenoweth, BA '38, has been elected vice-chairman, board of directors and chairman of the executive committee of Molson Industries Ltd.

Mrs. Paul-Marcel Gelinas, DipSW '38, has been appointed executive director of the Children's Service Centre.

'41

Albert Malouf, BA '38, BCL '41, is one of two new judges who has been appointed to the Montreal Court of Sessions.

Dr. Harry Oxorn, BA '41, assistant professor of obstetrics and gynaecology, has been appointed obstetrician and gynaecologist-in-chief of the Reddy Memorial Hospital.

'42

J. A. Madill, BCom '42, has been appointed attorney in Canada for Lloyd's Non-Marine Underwriters.

Robert A. Reid, BEng '42, has been appointed vice-president, manufacturing of Dominion Bridge Co. Ltd., responsible for over-all direction of the company's industrial and facilities engineering policies and procedures.

'43

Dr. Hugh MacGuire, BSc '42, MD '43, has been made director of health systems at the Meharry Medical College, Nashville, Tennessee. He will supervise the building of a health services research centre encompassing approximately $50,000,000 worth of programmes and facilities. He also has an appointment at Vanderbilt lecturing in biomedical engineering.

Dr. John A. McLaren, MD '43, has been appointed vice-president in charge of Health Care Services at Evanston Hospital, Illinois.

W. Stirling McLeod, MSc '43, is manager, field research section, Chemagro Corp., manufacturers of agricultural and animal health products.

Dr. Arnold L. Swanson, MD '43, executive director of Victoria Hospital, London, Ontario, has been named president-elect of the American College of Hospital Administrators, a Chicago-based professional society comprising about 7,000 health care leaders in the U.S. and Canada.

'45

Dr. Ruth McDougall, BA '44, MD '45, who joined CUSO this past summer, has been second-

ed to the County Council as medical officer of health for Central Nyanza Province in Kenya, East Africa.

'46

Dr. Harold A. Dewhurst, BSc '46, PhD '50, has been named manager of research for Owens-Corning Fiberglas Corp. He will be responsible for all programmes and projects in the firm's new scientific research group.

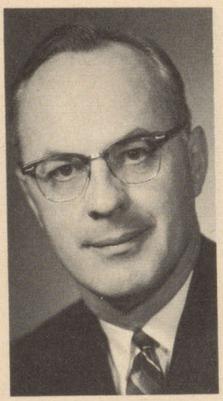
'47

Douglas J. Follett, BEng '47, has been appointed vice-president, programme planning and control of Canadair Ltd.

J. Ross Lemesurier, BA '47, has been appointed one of three new vice-presidents of Wood Gundy Securities Ltd.



Dr. Clement C. Clay
MD '32



Robert A. Reid
BEng '42

'48

Z. Ferley, BEng '48, has been appointed director of distribution, Steinberg's Ltd.

'49

Arthur W. Morse, BEng '49, has been named chief metallurgist, strip products, for the steel division of Sandvik Steel, Inc.

John Newton Rosevear, BSc '49, MA '56, is one of two assistants to Joseph-Marie Gauthier, recently appointed director of the Montreal regional office of the Department of Education.

Ralph J. Tonelli, BEng '49, has been appointed president and chief executive officer of Long-Aboud (Quebec) Engineering Ltd.

'50

W. O. Corbett, BSc/Agr '50, MSc '51, has been named director of manufacturing, Schering Corp. Ltd.

Dr. J. H. Walsh, BEng '50, MEng '51, metallurgical expert with the Department of Energy, Mines and Resources, Ottawa, was presented with the H. T. Airey Award of the Canadian Institute of Mining and Metallurgy for his work in industrial metallurgy.

'51

Joseph A. Mendelson, BCL '51, has been appointed Queen's Counsel by the Lieutenant Governor-in-Council of the Province of Quebec.

'52

Dr. Bruno Cormier, Dip Psych '52, director of McGill's department of legal psychiatry is

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organizer of a McGill research team which has received $17,300 from the Quebec Welfare Department for the first stage of a study of criminality in the family. The first stage will involve analysis of 115 families known to have records of delinquency for more than one member. The grant may be renewed at the end of each year if the government considers the work successful. The entire study will take three years and will deal with 330 families.

R. Ross Smith, BEng '52, has been named general manager of the Enterprises Division of James Richardson & Sons Ltd., in Winnipeg. He was formerly associated with Cygnus Corp. and the Home Oil Co. Ltd.

Georges Suart, BSc '52, is vice-president, administration at Simon Fraser University, B.C.

'53

George Riesz, BA '53, has been appointed executive vice-president of the Jewish Convalescent Hospital and elected Fellow of the Royal Society of Health. He was recently installed as a Fellow of the American College of Hospital Administrators.

Dr. Jack W. Wilkerson, MD '53, has recently been installed as president of the North Carolina Academy of General Practice.

Dr. A. Nelson Wright, BSc '53, PhD '57, manager of the photochemistry branch at the General Electric Research and Development Centre, is co-author with Dr. Carl A. Winkler, PhD '33, (McGill's vice-principal, planning and development), of a recently published book entitled *Active Nitrogen* which explores the chemistry and physics of activated forms of nitrogen.

'54

Col. Peter J. Bula, MEng '54, chief of staff plans at Maritime Command Headquarters, Halifax for the past two years, has been appointed by the Department of National Defence as director of equipment requirements maritime (air) at Armed Forces Headquarters, Ottawa.

Roland Chalifoux, BEng '54, formerly with Shawinigan Chemicals, has moved to the parent British American Oil as manager, pumping and blending.

'55

Dr. Carl A. Goresky, BSc '53, MD '55, PhD '65, is the new assistant director of the McGill University Medical Clinic.

Dr. John R. Gutelius, MD '55, DipMD '61, has been appointed associate dean of medicine for post-graduate studies and research.

John R. Nugent, BSc/Agr '55, has been appointed warehousing manager of Gilbey Canada Ltd.

R. T. Stewart, BCom '55, has been named vice-president responsible for marketing policy and plans, Scott Paper Ltd.

'57

A. W. Easton, BEng '57, has been appointed sales manager, metal sales, for Cominco Ltd.

'58

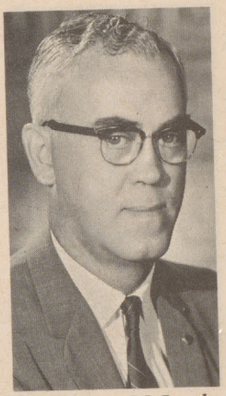
Byron E. Beeler, BSc/Agr '58, programme supervisor of the fruit and vegetable service of the extension branch of the Ontario Department of Agriculture located at Vineland, Ont., has been appointed director of the Soils and Crops Branch, with headquarters in Toronto.

Dr. Samuel S. Clark, BSc '54, MD '58, now in Chicago, has recently been appointed assistant professor of urology, department of surgery, University of Illinois College of Medicine, acting chief of urology, Research and Educational Hospitals, and chief of urology, Veteran's Administration West Side Hospital.

Anatole Lesyk, BCL '58, has been appointed chairman of the advisory board of the Unemployment Insurance Commission, which reports annually to the Cabinet on financial conditions of the unemployment insurance fund.

'59

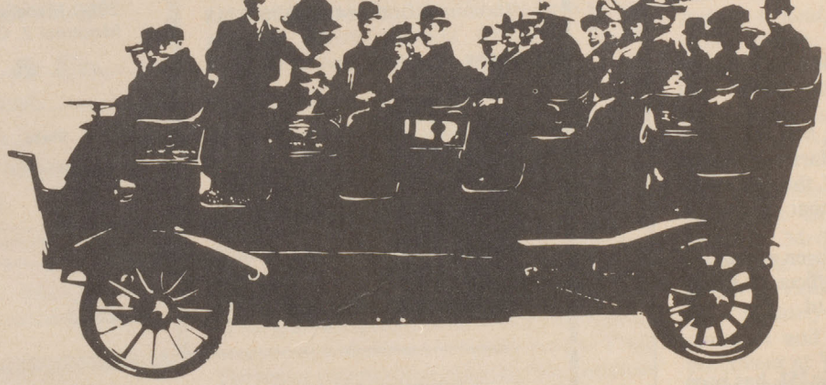
Guy J. Carbonneau, BEng '59, has been appointed vice-president (operations), of Secant Construction Co.



W. Stirling McLeod MSc '43



Dr. Arnold L. Swanson MD '43



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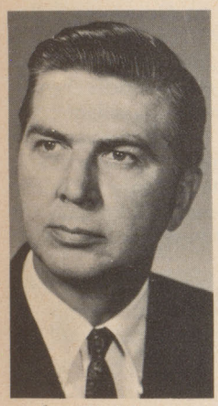
Dr. Leon A. Jakobovits, BA '59, MA '61, PhD '62, has been promoted to associate professor of psychology at the University of Illinois, Urbana. He continues his position as co-director of the Center for Comparative Psycholinguistics.

'61

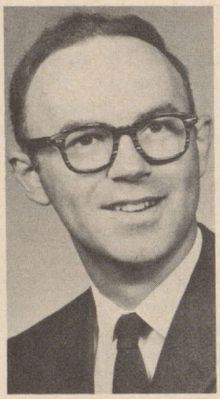
Jean MacMillan, BN '61, has been appointed director of nursing at the Sherbrooke General Hospital.

'62

Nathan Columbus, BSc '62, is now chief hydrologist of Planimex Co., located in Mexico. The company is a wholly-owned subsidiary of Tahal Consulting Engineers of Tel-Aviv, Israel.



Arthur W. Morse
BEng '49



Dr. A. Nelson Wright
BSc '53, PhD '57

David H. Flaherty, BA '62, formerly a faculty member at Princeton University, has been appointed an assistant professor of history at the University of Virginia.

Walter Hendelman, BSc '58, MD '62, has begun service as assistant professor of anatomy in the Faculty of Medicine, University of Ottawa.

Mary Anne Squires, BEd '62, has recently received a BA from the University of Toronto, and has been appointed to the position of chairman in Dixon Grove Senior Public School Board of Education for the Borough of Etobicoke.

'64

Michael D. Yarosky, BA '64, MSW '66, is currently on a grant from the Canada Council and the Hebrew University doing doctoral studies in sociology at the Hebrew University in Jerusalem.

'65

Heather Carswell, BSc '65, is Montreal's only correspondent for the *Medical Post*, a Toronto-based bi-weekly newspaper for the Canadian medical profession.

Rev. David W. Chappell, BD '65, has been awarded a Canada Council Doctoral Fellowship to continue his studies on China and the History of Religions at Yale University.

Maurice J. Colson, MBA '65, presently a financial analyst with Mead and Co., is taking a two-year leave of absence to continue studies in economics at Queen's College, Oxford.

Stanley G. Eaman, BSc '61, MD '65, is one of eighteen physicians who have begun residency training as first year Fellows in the Menninger

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School of Psychiatry. He has been assigned to Topeka State Hospital.

Mrs. Lynn Golding (*Hunt*), BA '65, has been awarded a predoctoral research fellowship by the Vocational and Rehabilitation Service of the U.S. Department of Health to carry out dissertation research on physical disability at the University of Oregon.

'66

David L. Gilday, BEng '62, MD '66, will spend six months in Baltimore, Maryland with the Department of Radiological Sciences of John Hopkins Medical Institutions on a study and research grant from the Manitoba Cancer Treatment and Research Foundation.

Cheryl (*Stokes*) *Rackowsky*, BA '66, has a graduate teaching assistantship at the University of Connecticut where she is working towards a PhD in English.

'68

Irving Kulik, BSc '68, is one of ten recipients of a $2,500 scholarship awarded by the Solicitor General's department for full-time post-graduate studies leading to masters degrees in correctional administration, criminology and social work. They are intended to provide the Canadian Penitentiary Service and National Parole Board with additional staff.

Nancy Marsh, BSc '68, has been appointed Home Economist with the Ontario Department of Agriculture and Food in the Ontario counties of Prescott and Russell.

Deaths

'05

Milton Huit Elliott, MD '05, on July 17, 1968 at Prescott, Ont.

'08

Mrs. Andrew Dingwall (*Ariel Macnaughton*), BA '08, MA '10, on July 28, 1968 at Montclair, N.J.

'09

Dr. Arthur L. Johnson, MD '09, on Aug. 4, 1968 at London, England.

'10

Frederick W. Dakin, BSc '10, on Sept. 28, 1968 at Hamilton, Ont.

Rev. James T. Gordon, BA '10, on May 25, 1967 at Edmonton, Alta.

'20

Harry O. Dyer, BSc '20, on Aug. 21, 1968 at Vancouver, B.C.

Findlay M. MacDonald, BCom '20, on Sept. 16, 1968 at Sherbrooke, P.Q.

'21

Murray W. Hayes, BCL '21, on Sept. 19, 1968 at Montreal. A well-known businessman and local politician, he served for many years as vice-chairman of the city's executive committee and was a member of the Montreal city council from 1954-60.

'22

Andrew S. Johnson, BA '22, on July 30, 1968 at Montreal.

Maynard J. Spratt, BSc '22, on July 13, 1968 at Vancouver, B.C. He served with the Canadian Army in two World Wars, rising to the rank of Lieutenant-Colonel. He was a life member of the Engineering Institute of Canada.

'23

Harold M. Finlayson, BSc '23, at Sutton, P.Q. on Aug. 14, 1968. Until recently he was assistant vice-president of the Shawinigan Water and Power Co. He was a member of the Arctic Institute of North America, the Engineering Institute of North America and the American Geophysical Union.

'25

J. Grant Glassco, OBE, BCom '25, on Sept. 20, 1968 at Woodbridge, Ont. In 1962 he made his chief contribution to Canada as chairman of the Royal Commission on Government Reorganization. From 1963 to 1968 he was president of Brazilian Light and Power Co. Ltd., one of Canada's largest investors abroad. He was a director of several Canadian companies, president of the board of trustees of the Hospital for Sick Children in Toronto and a leading member of the Toronto Philatelic Specialists Society. At the time of his death he was honorary vice-president of the Graduates' Society of Ontario.

Walter B. Potter, BCom '25, on July 30, 1968 at Montreal. He was associate treasurer of Sun Life Assurance Co. of Canada until his retirement in 1965.

'28

Dr. Charles O'Regan, MD '28, on July 11, 1968 at New York City, N.Y.

'30

James R. Hartney, BSc '30, at Leaside, Ont. on July 24, 1968.

'31

Gilbert H. King, BA '31, on Aug. 21, 1968 at Montreal.

'33

Dr. Clarence T. Mason, MSc '33, PhD '35, on July 19, 1968 at Tuskegee, Alabama.

'34

Malcolm H. Blakely, BCom '34, on Aug. 12, 1968 at Montreal. He was a partner of the firm of Stevenson, Blakely, Blunt and Co., Winspear, Higgins, Stevenson and Doane, Chartered Accountants. He was also president of Aquila Computer Services Ltd., a governor of the Montreal General Hospital and chairman of Westmount Library's board of trustees.

Dr. Benjamin Denenberg, DDS '34, at Montreal on Aug. 20, 1968.

'35

John E. Springle, BArch '35, at Peace River, Alta., on Sept. 17, 1968.

'36

Sydney Gerson, BArch '36, at Montreal on Aug. 11, 1968.

Dr. Louis N. Rotman, BSc '35, MD '36, on Dec. 31, 1967 (place unknown).

'46

Alex D. Allen, Jr., BEng '46, on July 14, 1968 at Hamilton, Ont.

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'49

Mrs. John D. Glen (*Inger Jorgensen*), on Sept. 2, 1968 at Montreal.

'50

George G. Walker, BArch '50, at Kentville, N.S. in April, 1968.

'54

Princess Marina, Duchess of Kent, LLD '54, on Aug. 27, 1968 at Kensington Palace, London, England. In 1934 she married Prince George, Duke of Kent, who was killed in active service in WW II. She remained an active figure in British life, devoting much of her time to charitable work. In 1954, while on an extensive tour of Canada, she received an LLD from McGill.

'57

Dr. Elizabeth J. Thollaug (*E. Janopaul*), MD '57, on Mar. 30, 1968 at Santa Rosa, Calif.

'61

Dr. Amal C. Ghosh, PhD '61, on Aug. 16, 1968 at Ottawa, Ont.

'63

Lynn J. Evans, BN '63, accidentally on Aug. 4, 1968 at Montreal.

'66

J. Edward Smith, MSc '66, in a boating accident near Manitoulin Island, Ont. on May 19, 1968.

'68

Gail Budd, BSc '68, on Sept. 26, 1968 at Montreal.



THE MACDONALD LASSIE

Obituary

Prof. Lionel H. Hamilton

Prof. Lionel H. Hamilton, who was for many years in the Faculty of Agriculture at Macdonald College, died suddenly at his home in Ste. Anne de Bellevue, P.Q. on July 10, 1968. He joined the department of animal husbandry in 1920 and in 1935 was appointed director of the diploma course and assistant professor. In 1956 he became chairman of the department, a position which he held until his retirement in 1961. His duties included the management of a large stock animal farm and the direction of a major animal experimentation unit. In addition to his full teaching load and many administrative duties, he was field representative of the College and liaison officer between the College and various farm organizations within the province. He was nationally known by animal breeders and had judged livestock at all major shows and exhibitions in Eastern Canada. He was in charge of the project which Macdonald College carried out in co-operation with the Canadian Pacific Railway, bringing numerous young people from the United Kingdom to Canada for agricultural training.□

Hugh W. Blachford, M.R.A.I.C.
Architect

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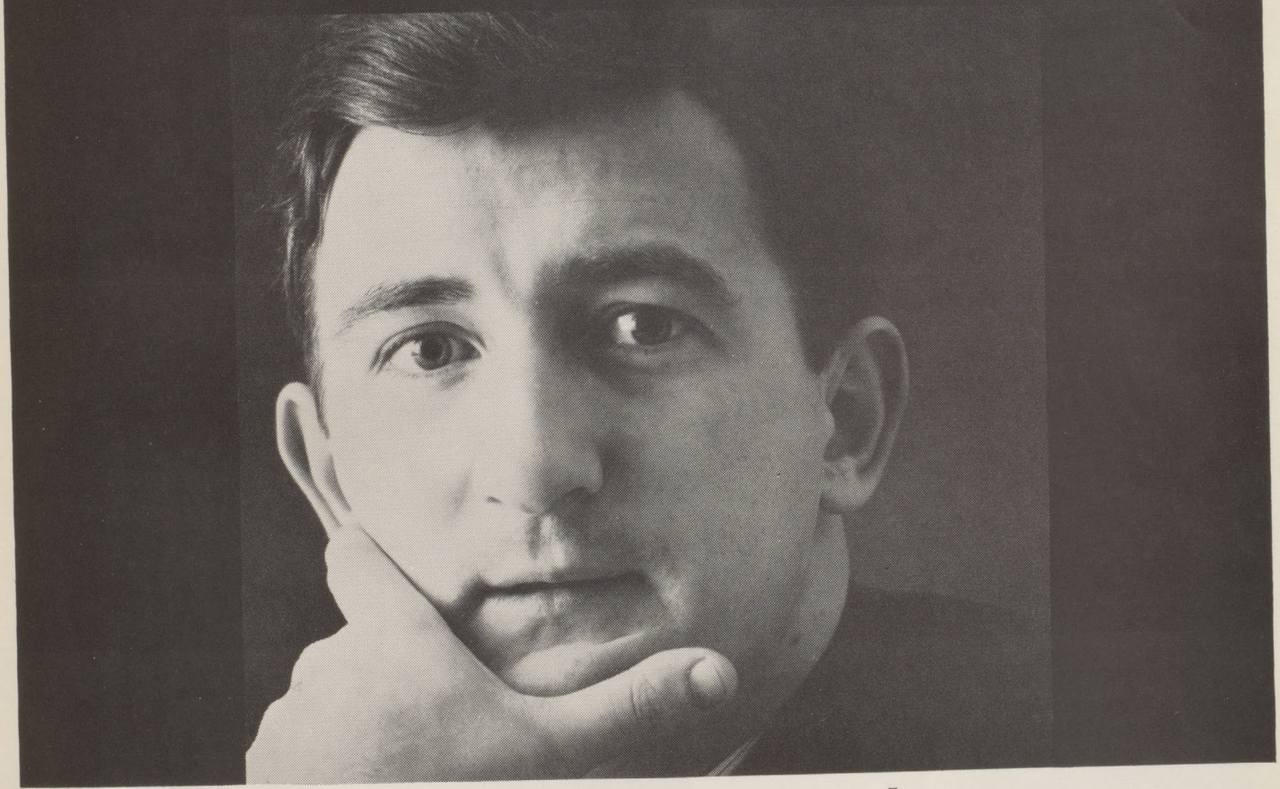
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